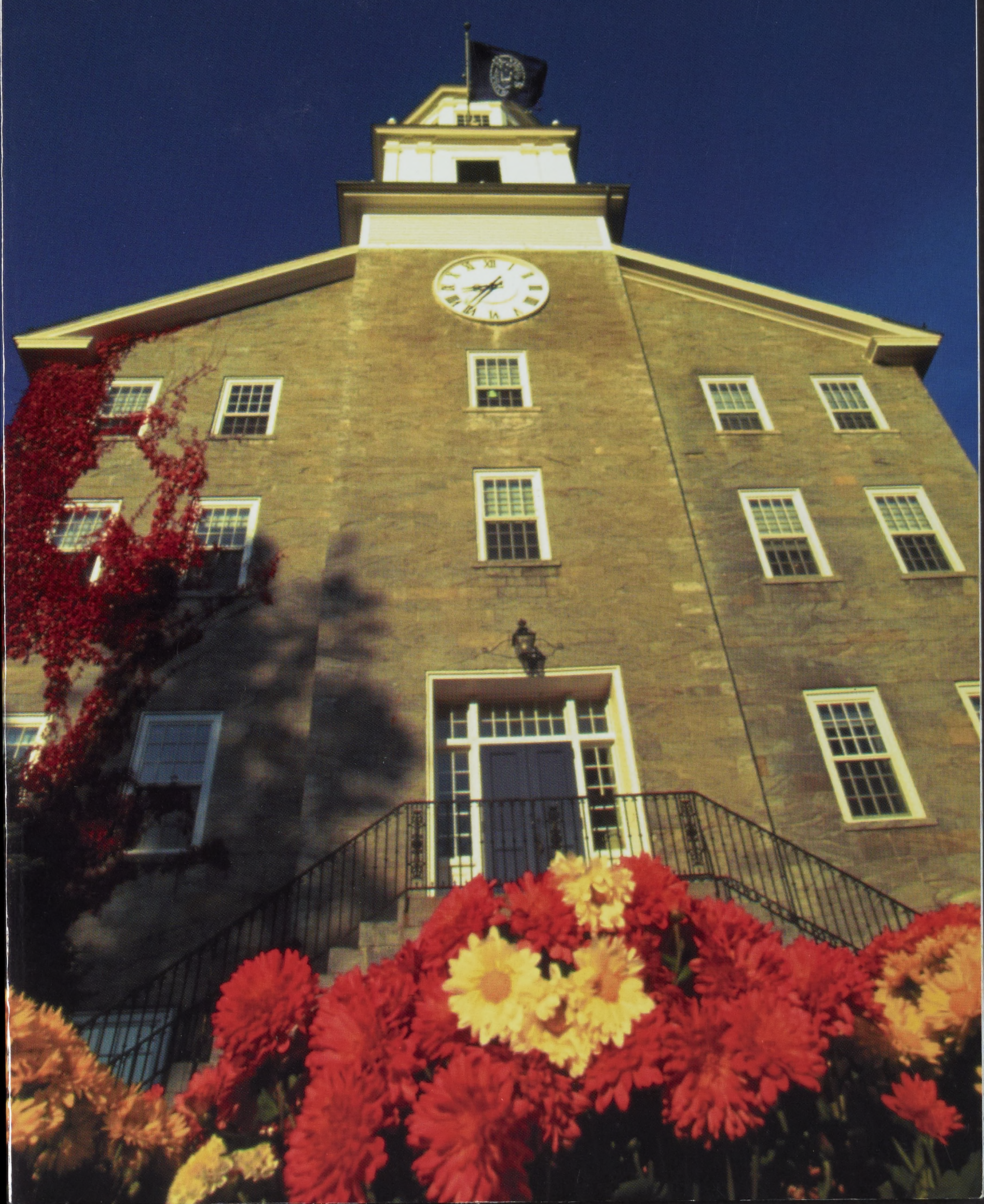
Middlebury College

GENERAL CATALOG

2003-2004



The listings found in these pages were as accurate as possible at the time this Catalog went to press in June of 2003. Periodic revisions are made to the Catalog on the World Wide Web, which you may consult for the most recent updates.

Middlebury College endeavors to present an accurate overview of the programs, facilities, and fees of the College in this Catalog. The College reserves the right, however, to alter any program, facility, or fee described here without notice or obligation.

Middlebury College complies with applicable provisions of state and federal law which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities, or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and expression, age, marital status, place of birth, service in the armed forces of the United States, or against qualified individuals with disabilities on the basis of disability.

However, it should be noted that this Catalog and the policies described herein are intended to be applied in programs offered at the College's Vermont facilities. Because of varying circumstances and legal requirements, policies stated herein may have little or no application to programs offered by the College elsewhere, such as, for example, in connection with study abroad programs. This is consistent with the College's intent to comply with the requirements of applicable law. Individuals with questions about the policies governing such programs should consult the materials specific to the programs, and/or direct inquiries to the administrators of such programs.

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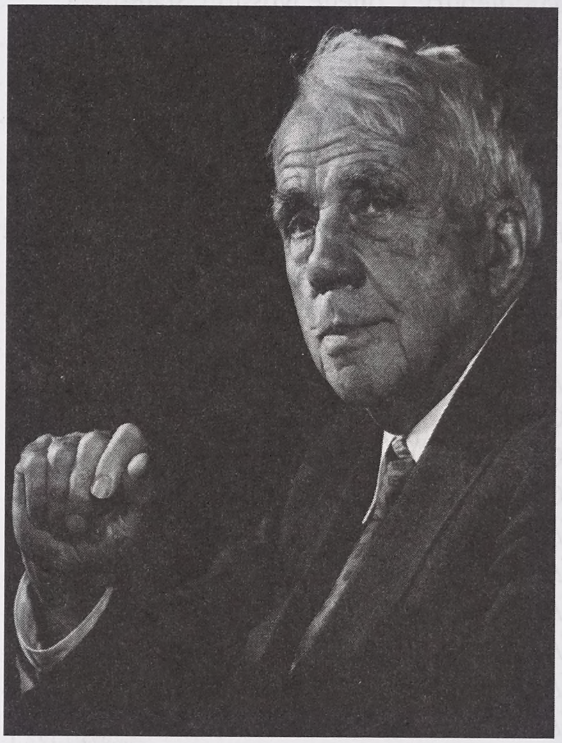
Middlebury College
2003–2004 Catalog



Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright . . .
Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

From "The Gift Outright" in *The Poetry of Robert Frost*, edited by Edward Connery Lathem.
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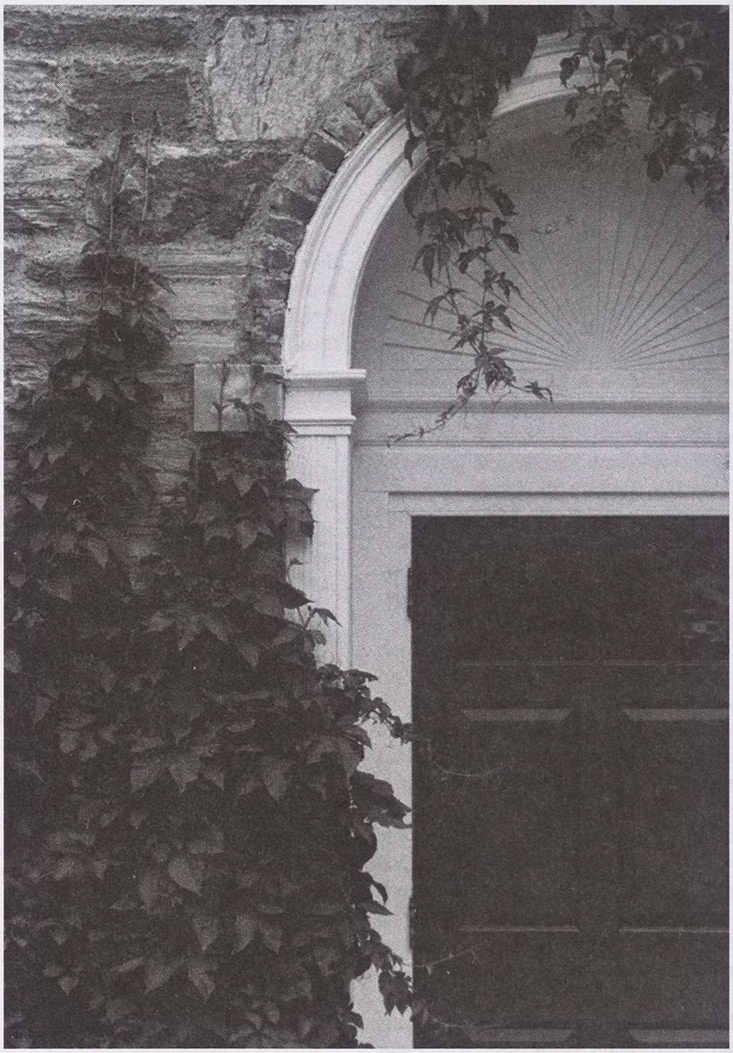


SECTION I

ABOUT MIDDLEBURY

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury College makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living within a vibrant community, and much more; but none of its benefits will be of lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Middlebury wants those who will give freely of themselves in academic study, in the arts, in the pursuit of leadership, in athletics, and in social service. What the College can give in return is described in the pages that follow.

Middlebury is one of New England's outstanding small, residential liberal arts colleges. It offers its students a broad curriculum embracing the arts, humanities, literature, foreign languages, social sciences, and natural sciences. Middlebury is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, and a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but also to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns. This transcendence may come for some through the study of other cultures; for some through the study of the environment; for others it will come through inquiry into such fields as physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of nine foreign languages and cultures, and the use of English is virtually banned for the participants, among whom are many Middlebury undergraduates. In the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for 11 days of intensive exchange about the art of writing. The Bread Loaf School of English is in session each summer not only in Middlebury but also at Lincoln College, Oxford, in the United Kingdom; at St. John's College in Santa Fe, New Mexico; and at the University of Alaska Southeast near Juneau. There is also an overseas dimension to Middlebury College. The C.V. Starr-Middlebury Schools Abroad are located in Berlin, Buenos Aires, Ferrara, Florence, Getafe, Irkutsk, Logroño, Madrid, Mainz, Montevideo, Moscow, Paris, Poitiers, Segovia, [Voronezh—not offered 2003-04], and Yaroslavl. These schools enroll approximately 300 undergraduate and graduate students who seek to further their foreign language skills and to immerse themselves as fully as possible in the host culture through academic study as well as direct experience.

Middlebury College Mission Statement

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1999:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment, and who both individually and collectively encompass a wide range of interests and talents. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To ensure that our students achieve their potential, the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and cocurricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas, in both written and oral form, and skilled in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the Western intellectual tradition that has shaped this College and educated beyond the confines of their immediate experience so as to comprehend cultures, ideas, societies, traditions, and values other than their own.

What is "Higher" in Higher Education?

A national educational journal recounted the story of a student who had been asked in a physics course to explain how one could determine the height of a tall building using a barometer. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." The answer was given an F, although the student objected that the answer was perfectly correct according to accepted physical principles. When an outside mediator was called in, he had to agree that the student had a point. Nevertheless, it was agreed that the student would be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies, you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the wall to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between a professor's lecture or a reading and a final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

History of Middlebury College

Middlebury is a liberal arts college of the first rank, an achievement that is the result of a process of growth and change that began in 1800, when a few men of the town of Middlebury took upon themselves the challenge of building a college in a small New England town on what was then the American frontier. Over the more than two centuries since it was established, Middlebury has developed from "the town's college" into an institution of international renown.

Middlebury's original purpose was to train young men from Vermont and neighboring states for the ministry and other learned professions of the early nineteenth century. The College began modestly, with seven students enrolling in November 1800. These first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper. In recognition of his gift, West College, a new building completed a few years prior to Painter's death in 1819, was renamed Painter Hall. Painter Hall is the oldest college building extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College, the first African American citizen to earn a baccalaureate degree at an American college.

Middlebury College continued to grow during the nineteenth century. The growth was not steady, however, as the College was not immune to the social and political movements that were affecting northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883, the trustees voted to accept women as students in the College, making Middlebury one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. In the following years, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (who held that office from 1885 to 1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908 to 1921). The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency. During the second decade of the twentieth century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the new century.

During the 1930s, 1940s, and 1950s, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration, including the cultivation of resources for the long term.

During the next three decades, under the leadership of presidents James Armstrong (1963 to 1975) and Olin Robison (1975 to 1990), Middlebury attained a new level of excellence. The student body grew not only in numbers but also in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement coupled with a concern for the personal development of their students. The introduction of new subjects into the curriculum and the creation of additional Language Schools strengthened the international dimension of Middlebury. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the 15th president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

Middlebury Today

In 1995, the trustees continued the process of growth and change that has characterized Middlebury throughout its history by adopting a plan to increase the size of the undergraduate student body from 2,000 to 2,350 over the next decade, with a proportional increase in the faculty. The addition of new faculty has enabled the College to deepen and strengthen its academic programs, especially in those fields that have been identified as "peaks," or areas of special academic emphasis and distinction: literature, language study and pedagogy, international study, study of the environment, and real-world experiences in the liberal arts. Throughout these changes, Middlebury has maintained its traditional emphasis on general excellence in the liberal arts in a residential setting. As the College moves into its third century, it continues to endeavor to build upon the tradition and experience of its first two hundred years to offer its students a liberal arts education adapted to the needs of the twenty-first century.

The plan adopted by the trustees also called for construction of major new facilities to serve the enlarged community. A new hockey rink (the Chip Kenyon '85 Arena), Bicentennial Hall (the new science center, which opened in the fall of 1999), and residential and dining facilities (Ross Commons and LaForce Hall) have opened since 1999. New projects under construction include a library and technology center, and the Atwater Commons residential and dining facility, both scheduled for completion in 2004.

The Commons

Middlebury's unique residential system exemplifies the College's conviction that an excellent liberal arts education takes place around the clock—as easily over dinner as in the classroom. The residence halls are grouped into "living-learning communities," called Commons. The Commons combine the academic, social, and residential components of college and foster close and abiding relationships, not only among the student residents, but also among the faculty and staff who are part of their Commons.

There are five Commons on campus. Each develops its own system of self-governance, and each is staffed by an administrative team that is on site to provide support to student residents. The Commons faculty head is responsible for setting the academic and social tone of the Commons and for programming activities (lectures, field trips, parties, and other events) that involve students, faculty, and staff. The Commons dean administers the daily operations of the Commons and handles all residential issues, as well as academic and personal advising. A substantial proportion of the first-year seminars offered are Commons-based, which means that the students enrolled in a particular seminar are assigned to live in the same Commons, with supplementary programming for the course also sponsored by the Commons.

The success of these programs and the College's commitment to enhancing the facilities that support the Commons—residence halls, dining halls, and program space—mean that in the future more social and academic activities will be centered in the Commons. A new Ross Commons, including a dining hall and senior residence hall, was completed in September 2002, and similar facilities are planned for Atwater Commons, opening in the fall of 2004.

THE SUSTAINABLE CAMPUS

Middlebury College practices an environmental ethic in all of its undertakings. The College's commitment to environmentally responsible and sustainable practices is apparent at every turn—from the natural landscape design of the campus and the College's new recycling center, to the reusable mug appended to the student backpack and the full bike racks outside every building, to the dining hall waste that is composted and then reinvested in the College's landscape and greenhouse. Staff strive to use less paper and plan renewable energy sources into the College's future. Faculty encourage students to research possible environmental approaches to life on campus. Students develop environmental programs, such as the "yellow bike" system for convenient campus commutes.

The Environmental Council, a committee of students, staff, and faculty, advises the president on campus environmental policy and provides incentives through grants to keep environmental policy at the forefront of Middlebury experience and planning. Thus, the College is fully invested in its environmental mission. Perhaps the commitment to sustainable practices is no more clearly illustrated than by Middlebury's new buildings that highlight energy efficiency and use locally harvested, green-certified wood, and by the challenge, currently underway, of becoming less dependent on automobiles.

Middlebury's institutional commitment to environmental quality and sustainable practices does not stop at the College gateways, but provides leadership and influences the world well beyond the campus—parents, friends, alumni, peer institutions, and the greater community.

The Goals of a Middlebury Education

The Middlebury College faculty is composed of outstanding, dedicated teachers who are also accomplished scholars. Students have many opportunities to work closely with their teachers, and intellectual exchange with the faculty goes on outside the classroom as well as during class. The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex, changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write and speak with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the relations between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students to seek such an ideal asks a great deal of them, but each student admitted to Middlebury is capable of achieving these goals, and the faculty and staff at Middlebury College have dedicated their talents and their efforts to both challenging our students and making such achievements possible.

The Structure of Middlebury's Curriculum

A STUDENT'S COURSE OF STUDY

The Middlebury College curriculum is designed to ensure that each student's education includes a certain breadth of experience, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution requirements that encompass seven academic categories and four courses in different cultures and civilizations. There are also other general requirements, which we see as opportunities, providing the chance to explore new areas of inquiry. In all of these areas students have a broad range of choices.

First-year Seminar: Each student elects one seminar for first-year students during his or her first semester. These seminars are intimately sized, thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines.

They have an intensive writing component, and the instructors also serve as academic advisers for their seminar students, continuing in that function until students choose a major and major adviser in their second year.

College Writing Course: In their second, third, or fourth semesters, students choose one course from among the College writing courses, offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year.

DISTRIBUTION REQUIREMENTS

Academic Categories: Each student must take at least one course in seven of the following eight categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign languages.

Cultures and Civilizations: Students should have broad educational exposure to the variety of the world's cultures and civilizations. Each student must take at least one course in each of the following four categories: Africa, Asia, Latin America, and the Caribbean; Europe; northern America; and the process of comparison between and among cultures and civilizations, or the identity and experience of separable groups within cultures and civilizations.

Courses that count toward the major and the minor may also be used to satisfy distribution requirements.

THE MAJOR

Students select majors by the end of their third semester. Most departmental majors have great flexibility and encourage interdisciplinary work. Students may choose to explore two different areas as double majors. There are also established interdisciplinary programs, such as environmental studies, international studies, and women's and gender studies. Students may also design a joint major, which combines two fields of study. In addition, Middlebury has an independent scholar program for those students whose talents and interests clearly can best be developed through programs they design themselves.

There are 44 different established majors in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage or require independent work during the senior year. Although there is no major in teacher education, our education program provides a minor in either elementary (K-6) or secondary (7-12) education leading to licensure in the state of Vermont, which is also reciprocated in most other states. Our education program also offers a minor in education without licensure. In addition, Middlebury offers special advising so that students may take the appropriate courses to prepare for graduate or professional school in architecture, business administration, dentistry, engineering, law, medicine, nursing, and veterinary medicine.

Minor: Students may elect to complete voluntary minors as another means of obtaining curricular breadth. A minor is crafted from five or more courses in a department or program, including at least one course at an advanced level.

THE FOUR-ONE-FOUR CURRICULUM

The pattern of a single year at Middlebury consists of a fall term of 13 weeks, ending at Christmas vacation; a winter term of 4 weeks in January; and a spring term of 13 weeks, ending in mid-May. In the fall and spring terms, the typical course load is four courses, but students may take three or, with permission, five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take a single intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures that do not fit easily into a fall or spring term course structure, and students have the opportunity to explore new fields of study. New areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. A number of courses each winter term are offered by visiting faculty who may be artists, professionals, or distinguished scholars from other institutions. This intensely concentrated term allows students to gain great efficiency in learning as they study a single technique, problem, or body of material.

Options other than standard courses are also open to students during winter term. Extensive possibilities exist for qualified students to pursue independent study projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

Programs of Summer and Off-Campus Study

The Middlebury Language Schools, C.V. Starr-Middlebury Schools Abroad, Bread Loaf School of English, and Bread Loaf Writers' Conference are all integral components of Middlebury College. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international studies. Many Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

THE LANGUAGE SCHOOLS

Every summer since 1915, Middlebury College has committed its Vermont campus and considerable resources to the study of foreign languages. The world famous Language Schools create a new linguistic environment designed to provide students with unlimited opportunities to speak, listen, read, and write in their target languages. In part as a result of our Language Pledge, the summer program is an efficient, productive, and intensive way to gain a strong foundation in any of the nine languages taught, or to progress rapidly through the upper levels of language learning. Middlebury has long believed that language proficiency is the key to cultural understanding and that effective language teaching provides meaningful insight into other cultures. The nine languages taught are: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. Summer language courses range from beginning through advanced; graduate courses are offered in five schools. Middlebury undergraduates may attend the Language Schools to prepare for study either at a C.V. Starr-Middlebury Schools Abroad or to learn a second or third language. The Language Schools also offer a Master of Arts program and a unique Doctor of Modern Languages.

THE C.V. STARR-MIDDLEBURY SCHOOLS ABROAD

During the academic year, the Middlebury College Schools in Argentina (Buenos Aires), France (Paris and Poitiers), Germany (Berlin and Mainz), Italy (Ferrara and Florence), Russia (Irkutsk, Moscow, [Voronezh—not offered 2003-04], and Yaroslavl), Spain (Getafe, Logroño, Madrid, and Segovia), and Uruguay (Montevideo) offer courses appropriate to the undergraduate degree program and in Paris, Mainz, Florence, Moscow, and Madrid to graduate degree programs. Most Middlebury students engaged in the study of a European language, either as part of a language and literature or culture major, or in conjunction with an international studies major, spend part or all of their junior year in one of the Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of academic and personal growth not easily attained in familiar surroundings. The Schools Abroad offer varied intellectual challenges, often in conjunction with foreign university systems, while emphasizing as high a degree of academic and social immersion as is possible and encouraging student independence, all of which, it is hoped, will make possible an experience that will impart special meaning and depth to the understanding of foreign languages and cultures.

OTHER PROGRAMS OF STUDY ABROAD

Almost 60 percent of Middlebury undergraduates study off campus for at least part of a year. In addition to the C.V. Starr-Middlebury Schools Abroad, students attend approved academic programs all over the world, with the largest numbers in recent years going to Australia, China, Ireland, Japan, Chile, New Zealand, and the United Kingdom. In all cases students wishing to participate in programs other than Middlebury Schools Abroad must demonstrate the relevance of their study abroad to their academic program and show the importance of such study for their intellectual growth. Students planning to study in China, Japan, or Latin America are expected to have language proficiency sufficient to allow them to do work at an advanced level. A summer of study at the Language Schools may help attain the necessary level of preparation. Students studying in countries whose languages are not taught at Middlebury are expected to begin studying that language as part of their academic program abroad.

THE BREAD LOAF SCHOOL OF ENGLISH

The Bread Loaf School of English conducts a six-week graduate session each summer at four sites: the campus near Bread Loaf Mountain in Vermont; Lincoln College, Oxford, in the United Kingdom; St. John's College in Santa Fe, New Mexico; and the University of Alaska Southeast near Juneau. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Exceptionally able Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses in the summer between their junior and senior years. Students may apply a summer's credits to their undergraduate degrees or toward the master's degree in English.

THE BREAD LOAF WRITERS' CONFERENCE

The Bread Loaf Writers' Conference meets for 11 days in August. At the conference, aspiring and experienced writers meet in workshops and in individual conferences with the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships, based on literary merit, are available to Middlebury College undergraduates.

OFF-CAMPUS PROGRAMS IN THE UNITED STATES

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Spelman College and Swarthmore College during fall and spring terms. Selected juniors may spend one term in the nation's capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group, or a nonprofit organization. Selected Middlebury students may spend a semester at Williams-Mystic, the maritime studies program of Williams College and Mystic Seaport. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea. Students of biology and/or environmental studies may study for one semester at the Woods Hole Marine Biological Laboratory.

SUMMER RESEARCH

Many students spend a summer working with faculty members on or off campus on a variety of research projects. Most of these students, but not all, are majoring in the natural sciences. This summer research may provide a foundation for a senior thesis. Many research students receive stipends and on-campus room and board from grants obtained by their faculty mentors.

Facilities

The facilities at Middlebury—academic, residential, artistic, and athletic—are among the very best in the country. The College has engaged in an ambitious building program that has resulted in an expanded athletic complex, new and renovated student residences, and academic buildings.

ACADEMIC FACILITIES

Adirondack House houses the Department of American Literature and Civilization, the Career Services Office, and Commons Administration Office. Originally known as Battell Cottage, Adirondack House was once a traditional Victorian farmhouse. Acquired by the College in 1909, along with Twichell Farm, the house was meant to serve as part of the College's women's campus, providing space for a large dining hall. Today, that dining space is known as Coltrane Lounge.

The Armstrong Library in Bicentennial Hall houses the science collection of over 100,000 volumes, including bound journals and government documents, as well as monographs. The library supports the departments of biology, chemistry, geography, geology, physics, and psychology, and the environmental studies program. It currently subscribes to over 350 journals in these areas. Important indexing and abstracting services, such as the Web of Science and Medline, are networked, affording the most current access to scientific literature. The library is named in honor of past President and Mrs. James I. Armstrong.

Bicentennial Hall, a 220,000-square-foot building completed in 1999, houses seven academic departments: biology, chemistry and biochemistry, computer science, geography, geology, physics, and psychology. Considered to be one of the most ecologically sensitive buildings of its type (much of the material used in the construction was made from recycled natural products, all the wood used was harvested and processed in an ecologically sensitive manner, and many other energy-efficient features were incorporated), it is also one of the most technologically advanced buildings in New England. The building was designated "Lab of the Year 2000" by *Cahner's R&D Magazine*. This is a major award, probably the most coveted facility honor in the field of science and engineering. This award "recognizes the best new and renovated laboratories that combine all aspects of the building into a superior working environment." Designed by Payette and Associates of Boston, Bicentennial Hall features over a dozen informal learning spaces and study lounges that are popular destinations for all students.

Specialized scientific equipment located in Bicentennial Hall includes: Geographic Information Systems (GIS) laboratory, rooftop observatory with a 24-inch telescope, scanning electron microscope, laser spectroscopy laboratories, a lake studies and oceanographic lab, a 400 MHz nuclear magnetic resonance spectrometer, and an inductively coupled atomic emission spectrometer.

The Bread Loaf Campus comes alive each summer with the prestigious ***Bread Loaf School of English*** (late June-early August) and ***Bread Loaf Writers' Conference*** (late August) taking up residence. At other times of the year the campus is used to house alumni returning for reunion and other College events, as well as parents for Fall Family Weekends and Commencement. In the winter, the grounds are used by Middlebury's cross-country ski facility, Rikert Ski Touring Center. Joseph Battell, horse breeder, newspaper proprietor, and nature lover, willed the original mountain and forest area comprising the Bread Loaf campus to the College in 1915. The Bread Loaf Inn (1882) and other buildings were originally constructed to house Battell's summer guests.

The Center for Educational Technology is located in the historic Addison County Courthouse on Court Street in Middlebury. The courthouse served as the county court from 1883 to 1995. It was turned over to the College in 1995 and underwent a renovation completed in 1997 to serve as the home of the Center for Educational Technology (CET). CET explores and facilitates innovative and effective uses of technology in teaching and learning, both at Middlebury and with selected liberal arts colleges across the country. CET has received funding from the Andrew W. Mellon Foundation to serve as a regional technology center for the New England and Middle Atlantic regions.

Chellis House, the May Belle Chellis Women's Resource Center was established in 1993 and was named after the first woman to be graduated from Middlebury in 1886. The center strives to enhance the academic experience of all Middlebury students, faculty, and staff but also to provide a warm and welcoming space where women and men can discuss, research, and address gender issues. The center provides academic resources and general information on current events, job and internship opportunities, academic opportunities, and health issues. Chellis House also serves as a meeting place for the diverse student, faculty, and staff groups that exist at the college. The center houses two faculty offices and the ***Alison Fraker Reading Room.*** This reading room is a developing resource library on gender and women's issues.

Farrell House and 23 Adirondack View provide offices for the Program in Environmental Studies and for Environmental Affairs. Several faculty who are affiliated with environmental studies have their offices in these two buildings.

Stephen A. Freeman International Center was originally built in 1970 as a group of three smaller dining facilities (Cook, Freeman, Hamlin) collectively called the Social Dining Units. It was renamed in 1993 in honor of Stephen Freeman who served as professor of French from 1925-1970. In addition to smaller dining venues, the Freeman International Center provides space for the German and Russian departments, offices for the Bread Loaf School of English, and classrooms.

Hillcrest began life as a private home, built for S.R. Bolton c. 1875, that was expanded and used as a dormitory by the College. Now Hillcrest serves as office space for faculty in the Chinese, Italian, Japanese, and Spanish departments.

Christian A. Johnson Memorial Building is home of the history of art and architecture department and the studio art program. In addition to classroom and lecture hall spaces, Johnson houses studio spaces and the slide library. Every year, Johnson hosts an art exhibition by graduating studio art majors. Constructed in 1968, the Christian A. Johnson Memorial Building is limestone on the outside, with grand spaces in unadorned concrete on the inside, consistent with the Brutalist aesthetic in which it was designed.

The Robert A. Jones '59 House provides offices for the Rohatyn Center for International Affairs, an internationally oriented resource and research center that supports the College's goal of advancing global understanding that radiates from a core linguistic and cultural competency. The Robert A. Jones '59 House also holds the offices of many professors of political science and economics. The Seminar Room, located on the second floor of the building, has seen some outstanding seminars, lectures, and roundtable discussions by well-known political and global personalities, as well as Middlebury's own students. Formerly Geonomics House, in 2001 this structure was dedicated in honor of Robert A. Jones '59.

A new library, under construction since April, 2002 is scheduled for completion during the summer of 2004. The three-story, 135,000-square-foot structure has been designed by Gwathmey Siegel & Associates of New York City to bring together the College's print, media, and electronic information resources and services in a single accessible and user-friendly facility. It will provide for half a century of projected growth of the book collection (that will number some 415,000 volumes at occupancy), in conjunction with 730 technologically served seats (in carrels, at tables, and in group studies), viewing stations, multimedia laboratories, smart classrooms, and a 24-hour study/cafe. Its range of resource services—reference, interlibrary loan, information technology, media resources, and writing center—will facilitate the interactive, collaborative learning that has become central to study in the liberal arts. This vital information hub is planned internally for clarity of organization and ease of physical and technological reconfiguration in order to respond to whatever direction libraries may take in the new century. At the same time its monumental and lively great hall will proclaim the library's central importance in the life of the College, and its upper-level reading rooms will celebrate its sense of place with vistas eastward to the Green Mountains and westward to the historic core of the campus.

Munroe Hall is the heart of many academic departments of the College. Economics, English, history, political science, sociology and anthropology, and religion faculty have offices in Munroe. Completed in 1941, Munroe was named after Charles Andrew Munroe (class of 1896), a Middlebury native and trustee of the College.

Old Chapel was both formal and frugal at the time of construction. Its facade was of carefully dressed stone. Here joiner Asahel Parsons indulged in some stylish Greek revival detailing. The iron stair railing, the doorway with its transom and sidelights, the pilastered cupola, and the palmette weather vane, were derived from a builder's guide like Asher Benjamin's *Practice of Architecture* of 1833. Built in 1836, Old Chapel was the second building of the planned Old Stone Row, and for a century the main classroom building. Students attended early morning chapel on the third floor. Since 1941, Old Chapel has been the administrative center, with the president's and other offices, the Old Chapel Room, and two seminar rooms. Old Chapel was thoroughly renovated in 1995-96, in order to bring the building up to contemporary code standards and to improve the telecommunications and audio-visual infrastructure in its meeting and classroom spaces.

Starr Library was originally constructed in

1900 from a bequest of Egbert Starr. It was enlarged in 1925 to include two wings, given by his son Allen Starr. It was the first campus building constructed out of Vermont marble. A reading room and stack addition of 1959 and the Meredith Wing of 1979 added much-needed space for shelving and study. With the Abernethy Library's precious collection of American literature, the Robert Frost Room, the Vermont collection, and the government documents repository, the library contains over half a million items.

The Sunderland Language Center is a busy center for students, both during the academic year and during the Summer Language Schools. In addition to housing offices for the Language Schools, C.V. Starr-Middlebury Schools Abroad, Off-Campus Study, and Media Services, Sunderland offers several media viewing rooms, a film/video library, and language laboratories. Adjacent to the Sunderland Language Center is the Charles A. Dana Auditorium, the largest auditorium on campus. It hosts large events as well as regular film showings for all students. The Sunderland Language Center was built with support from the Charles A. Dana Foundation in 1965.

Built in 1867, ***Twilight Hall*** occupies the site of the original Addison County Grammar School, chartered in 1797. It was occupied in 1800 by the College and was known as East College. The present brick building was bought by the College from the school district, completely renovated, and renamed in 1986. Alexander Twilight, Middlebury 1823, was the first black graduate of any United States college and became a minister and teacher in Vermont. The building now houses a video-lecture hall, classrooms, and departmental offices for classics, philosophy, and teacher education.

Voter Hall is the hub of campus computing. With residential spaces on the upper floors that primarily serve seniors, the lower levels are entirely ITS offices, computer laboratories, and other computer-related facilities. Voter Hall opened in 1913 as a chemistry building. It served thus for nearly six decades until renovated in 1970 for administrative offices on the ground floor and residential suites on the upper floors. In 1990, Voter was refurbished again, to encompass a computer center, administrative offices, and residential suites. Voter Hall was named for Perley Voter, the longtime chair of the chemistry department.

Warner Hall was built in 1901, the result of a gift from Ezra J. Warner (1861), as a memorial to his father, once a trustee of the College. Warner was Middlebury's first building consisting only of classrooms, with large well-lit rooms and a lecture hemicycle. Renovated in 1977, Warner now houses lecture halls and offices for the departments of mathematics and economics.

ARTS FACILITIES

The Center for the Arts is a 100,000-square-foot building that opened in 1992 which provides offices and state-of-the-art spaces for the dance, music, and theatre programs. These include a spacious dance theatre and rehearsal studio, plus dressing rooms, student lounge, an anatomy lab, and offices for faculty and staff. Video and sound recording equipment are available for use in rehearsals and for performance.

A 400-seat ***Concert Hall***, in the Center for the Arts, has an exquisite acoustical space with 27-by-40-foot elliptical stage that serves as the venue for most of the Performing Arts Series. An adjacent rehearsal hall and ranks of practice studios accommodate individual and group music teaching and practice.

The ***Music Library***, in the Center for the Arts, is devoted solely to collecting materials for the study of all types of music. There are full scores, miniature and study scores, vocal scores and parts, as well as representative selections of the complete works of composers and historical editions. The library maintains a significant collection of performance materials, recordings, VHS cassettes, laser discs, and DVDs of operas, musicals, musical performances, documentaries about music, and music instructional videos. The Helen Hartness Flanders Ballad Collection is an archive of recordings and other primary-source materials documenting the vanishing tradition of the English-language folk ballad.

The Seeler Studio Theatre, in the Center for the Arts, is a modern black-box theatre with flexible seating for up to 200 audience members, a full catwalk system, and a fully equipped shop, green room, and costume shop adjacent to it.

Middlebury College Museum of Art, in the Center for the Arts, has a collection of several thousand objects, from antiquities through contemporary art, with particular strengths in photography, nineteenth-century European and American sculpture, and contemporary prints. A survey of objects from the permanent collection is always on view, with separate galleries devoted exclusively to the nineteenth and the twentieth century. ***The Christian A. Johnson Memorial Gallery***, located in the museum, shows changing exhibitions throughout the year. Organized by the museum and on loan from other institutions, these exhibitions enrich and supplement the museum collection. An annual exhibition features works by the College's graduating art studio majors.

Wright Memorial Theatre is a 350-seat proscenium theatre with a full fly system, lighting grid, and removable forestage. It is adjacent to a fully equipped scene shop. In addition to being the largest and most popular theatre on campus, it also holds offices and classrooms for the film/video program. Wright theatre is often the site for large productions put on by guest artists, Middlebury's own theatre program, and participants in the summer language schools. Built in

1959, the theatre is named for Charles B. Wright, professor of English from 1885 until 1920.

ATHLETIC FACILITIES

The Allan Dragone track and field complex provides Middlebury with an eight-lane track comprised of a full-depth, 13-mm, dual-derometer, polyurethane martin surface. The jumping areas are dual-directioned parallel runways. The women's soccer team uses the inside of the track in the fall.

The ***Fitness Center,*** a 9,200-square-foot facility, contains 35 pieces of aerobic equipment, a full Nautilus circuit, a hammer circuit, and extensive free weight and dumbbell areas. Overlooking the Green Mountains, the center provides a great area for Middlebury students, faculty, and staff to stay in shape.

"The Bubble", which adjoins Memorial Field House, contains an indoor track, tennis, and squash courts. This building is used by physical education classes and for recreational, intramural, and intercollegiate sports. During the spring, Middlebury's varsity teams use the facility during inclement weather.

Forbes Baseball Field. The composition of the field insures the team the earliest possible opportunity to play. The field includes an in-ground sprinkler system, an electric scoreboard, dugouts, and a panoramic view of the Green Mountains.

Chip Kenyon '85 Arena, completed in 1999, is Middlebury's hockey home. It sports a 200-by-95-foot ice surface and seats 2,200. Spectators sit in comfort with the rink heated to 55 degrees as they enjoy state-of-the-art lighting and sound systems. A full concessions area is located at the rink concourse and entry-corridor levels. The arena also boasts a 3,200-square-foot lounge with a balcony overlooking the Green Mountains.

Peter Kohn Field, 240-by-360-foot all-weather surface, affords teams use of an outdoor playing field during inclement weather and in the early spring when the ground may be snow covered. The surface is fully lined for men's and women's lacrosse, as well as field hockey, football, and soccer. The Astroturf XL system is the newest, most advanced synthetic turf, chosen more often than all its competitors combined.

The Ralph Myhre Golf Course. Middlebury is one of the few schools in the country that can boast a beautiful 18-hole golf course on campus. The course was built in the early 1930s and expanded to 18 holes in 1978. The par 71 course is laid out over rolling terrain. Its scenic views of the Green Mountains and challenging holes make it one of the finest golf courses in the state. The 3.5 km Kelly cross-country ski and jogging trail circles the course.

The Natatorium, a 50-meter-by-25-yard Olympic-size swimming pool, is the home for Middlebury's men's and women's swimming and diving teams. The pool has 18 lanes–9 with competition timing capabilities—two one-meter diving boards, and two three-meter diving boards. In addition to team competition, the facility is also used for recreational purposes, such as water polo, basketball, and volleyball.

The Pepin Gymnasium was given a major face-lift in 2001. A skylight was installed, as well as a new floor, bleachers, lighting system, and a new entrance. It is host to Middlebury's men's and women's varsity basketball teams, as well as the women's varsity volleyball team. The gym contains three full basketball courts and accommodates up to 1,200 spectators.

The Nelson Recreation Center also recieved a major face-lift in 2001. A new climbing wall was installed, along with a multiple-use floor and enhanced lighting system. Nelson Recreation Center contains three full basketball courts overlaying four tennis courts which can also be used for volleyball or badminton and netted area for golf. During Fall and Spring seasons the men's and women's tennis teams play in this facility.

Carol and Jane Rikert Ski Touring Center is based at Middlebury College's Bread Loaf Campus and offers a mixture of groomed and wilderness trails. It has a full-service ski shop and provides professional nordic ski instruction.

The Middlebury College Snow Bowl is located two miles up the mountain from the Rikert Ski Touring Center and is situated on 110 acres of open terrain with trails and glades serving all abilities. Access is gained via two double chairlifts and a triple chair. About 35 percent of the open terrain has snowmaking coverage. With 15 trails (one of which is a dedicated school trail), two glades, a large climbing area, and a terrain park, the Snow Bowl offers uncrowded skiing and riding to all abilities at an affordable price. Throw in state-of-the-art grooming, a full-service rental shop, professionally staffed ski school, renowned racing program, and excellent and inexpensive food in the 1962 Neil Starr Shelter, and you can see why so many people call the Bowl "their" ski area.

Youngman Field at Alumni Stadium (1991) is set in the ground with hillsides surrounding the field. The 3,500 seats overlook Middlebury's outdoor facilities and the Green Mountains. In the fall the stadium houses the Panther football team, while hosting the men's and women's lacrosse teams in the spring.

RESIDENTIAL AND STUDENT LIFE FACILITIES

Carr Hall. Constructed of local limestone to harmonize with Forest and Munroe Halls, Carr Hall was originally used as the Fine Arts Building. It was built in 1951, in memory of Reid Langdon Carr, Class of 1901. The academic interest house known as the PALANA Center (Pan African, Latino, Asian, Native American) is located here, with student rooms, program space, and faculty and administrative offices.

Centeno House, on South Main Street across from the Center for the Arts, houses the Health Center, Counseling and Human Relations offices, and the Office of Health and Wellness Education.

Emma Willard House serves as offices for undergraduate admissions. Campus tours leave from Emma Willard. Built in 1811 as the home of Dr. John and Emma Hart Willard, it was the site of Mrs. Willard's pioneering female seminary (1814-19), the first institution of higher education for women in the United States. Acquired by the College in 1959, it was declared a national historic site in 1966. It was renovated and expanded in 1986.

Harnest House was the home of Professor Emeritus of Chemistry Grant Harnest, for whom the building is now named. Located on Main Street next to Emma Willard, it houses the Department of Public Safety.

Hathaway House serves as headquarters for the Office of Financial Aid. The building was the home of Lewis Hathaway, who founded the Middlebury College music department in 1914.

McCullough Student Center was originally constructed in 1912 as McCullough Gymnasium in order to attract more male applicants to the College. Renovated in 1998 into a student center, McCullough is the heart of student activity at the College, with offices for the Middlebury College Community and Rural Alliance, and Student Employment Office. McCullough also includes ***The Grille***, a great on-campus location for casual dining. ***The Juice Bar*** on the first floor serves alcoholic and non-alcoholic drinks, chai, coffees, and quick snacks. ***Midd-Express***, the campus convenience store, is also in McCullough, adjacent to the campus U.S. mail service center and student mailboxes. The McCullough social space is the site for student parties and other special events and presentations.

Mead Memorial Chapel is located on the highest point of the campus, its spire symbolizing the aspiration of the College. The light that shines here nightly is seen throughout the valley. Over the portal are carved the words from Psalm 95:4, "The Strength of the Hills is His Also." Mead Memorial Chapel is the center of much activity. Convocation in September and Baccalaureate in May frame the academic year. The College Choir and the Chamber Choir present a broad repertoire of sacred and secular music throughout the year. The Chapel also hosts lectures, concerts, and other major public events. Mead Chapel was the gift of Dr. John A. Mead, Class of 1864. The Chapel, built in 1916, is a New England meetinghouse constructed of white marble with a Greek colonnade in front. The carillon was expanded from nine to 48 bells in 1986, thanks to a generous gift from Jane and Allan Dragone '50. The carillon plays regularly and can be heard throughout campus. The magnificent Gress-Miles organ, containing 50 ranks of pipes controlled by three manuals and pedal clavier, was installed in 1971. In 2000 a memorial was dedicated in the gallery above the narthex in honor of Middlebury's alumni who gave their lives in the nation's wars.

Proctor Hall serves primarily as a student dining facility. The ***College Store***, Brainerd Commons offices, Catering, Bakery, ***WRMC Radio Station*** and ***Redfield Proctor Dining Room*** are also found here. The TV lounge on the main floor and exterior terrace are very popular gathering places for students. Named for Redfield Proctor, trustee and devoted friend of the College, Proctor Hall was built in 1960.

ATWATER COMMONS

Allen Hall was completed in 1963 as a residence hall particularly suited to the establishment of separated language enclaves for the summer schools. It is named for Cecile Child Allen, 1901, and constructed of slate from her hometown of Fair Haven, Vermont.

Atwater and Davis Halls, built in 1974, are a pair of buildings known as the A-frames, because of their unique architecture. Each floor forms an apartment with a private kitchen and bathrooms.

Built in 1925, ***Le Château*** was one of the first and largest continuous "language houses" in the country, where students were pledged to the use of the foreign language of their study (in this case French). Modeled on the Pavillon Henri IV of the Château de Fontainebleau, it has a Grand Salon, a dining room, classrooms, and faculty offices. Le Château serves as the residence of 48 students.

Coffrin Hall is popularly known as the "barns" because of its gambrel-roofed pattern, reminiscent of classic dairy barns. Coffrin Hall was built in 1986, under the original name of North Hall. It was later renamed after trustee Albert W. Coffrin '41.

BRAINERD COMMONS

Hepburn Hall is a five-story building housing mainly sophomores and juniors. Hepburn is situated at the top of the hill, between Mead Chapel and Stewart Hall, in close proximity to the McCullough Student Center. Built in 1916 to satisfy the urgent need for a more modern, fireproof dormitory, this gift of A. Barton Hepburn, Class of 1871, was built of yellow brick and housed Hepburn's hunting trophies in the lounge, which was nicknamed the Zoo. It received its gray paint, to coordinate with other campus buildings, in a renovation of 1958.

Stewart Hall is a first-year student residence hall situated at the top of the hill next to Hepburn, in close proximity to athletic and dining facilities and the McCullough Student Center. Stewart Hall, originally erected as a men's dormitory in 1956, was named in honor of the Stewart family of Middlebury, whose involvement with the College dated back to Ira Stewart (trustee, 1819-1855) and his sons: Dugald Stewart, 1842, and John Wolcott Stewart, 1846, trustee 1858-1915.

COOK COMMONS

Battell Hall is divided into three sections: North, Center and South. Due to its large size and location, it is split between two Commons. It serves as a first year residence hall for both Wonnacott Commons and Cook Commons. Started in 1950 and finished in 1955, Battell Hall was named for local benefactor Joseph Battell (1839-1915).

Forest Hall houses the Office of the Dean of Student Affairs, Reprographics and Mailing Services, the ADA (Americans with Disabilities Act) Office, and student rooms on the upper levels. Built in 1936, this dormitory was financed by the sale, to the National Forest Service, of 21,858.9 acres of Green Mountain woodland left to the College by Joseph Battell in 1915.

Pearsons Hall was built in 1911 as a women's residence hall and headquarters of the dean of women. The first building on what was envisioned as a separate women's campus, it is named for Chicago philanthropist D.K. Pearsons, who encouraged and helped fund the project.

ROSS COMMONS

Brackett House, Brooker House, Palmer House, and ***Prescott House*** opened in the fall of 1997 and make up the Ridgeline Houses. Each house has space for 28 students. Brackett, Palmer, and Prescott serve as social houses during the academic year. Language Schools students and participants in other special programs use these houses during the summer months.

Kelly, Hadley, Lang, and ***Milliken Halls*** form a connected string of residences with a mix of single rooms, doubles- and multiple-person suites. Built in 1971 they were first called the "new dorms." The complex was extensively renovated in 1995.

LaForce Hall opened in the fall of 2002. LaForce was designed to provide high-quality housing for seniors. It accommodates 67 students in single rooms and suites. It is named for trustee Arnold R. LaForce 1935.

Ross Dining Hall opened in the fall of 2002 as the first dining facility designed specifically for the new Commons system. It features "display cooking," which allows students to assemble custom, freshly prepared meals every day.

WONNACOTT COMMONS

Battell Hall is divided into three sections: North, Center, and South. Due to its large size and location it is split between two Commons. It serves as a first-year residence hall for both Wonnacott Commons and Cook Commons. Started in 1950 and finished in 1955, Battell Hall was named for local benefactor Joseph Battell (1839-1915).

Gifford Hall, located at the top of the hill directly north of Mead Chapel, was built in 1940 as a memorial to James M. Gifford, 1877, a benefactor and trustee of the College. Gifford houses mostly sophomores and juniors in single rooms and four- and five-person suites.

Painter Hall, the oldest existing college building in Vermont, was recently placed on the National Park Service's National Register of Historic Places due to its important historic and architectural value. Painter, which is the highlight of Old Stone Row, was built in 1815 and named for Gamaliel Painter, the founder and patron of Middlebury College and the town of Middlebury. Painter has housed students for its entire existence and is now the home to mostly seniors in spacious single rooms and two-room doubles.

Starr Hall, also a member of Old Stone Row and listed on the National Register of Historic Places, was completed in 1861. Starr is named for Peter Starr, a Middlebury attorney and trustee from 1819-1860, and is similar to Painter Hall architecturally. Starr houses mostly seniors in single and two-room doubles. It burned in 1864, and was rebuilt the next year. Starr replaced the old East College as a dormitory. Starr has been recently remodeled and houses 68 students.

Voter Hall has residential spaces on the upper floors that primarily serve seniors. The lower levels provide space for computer classrooms and offices for information technology. Voter was originally built in 1913 as a chemistry building.

Undergraduate Admission

ADMISSION REQUIREMENTS

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science
5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office by using one of the following two options:

1. The ACT (American College Testing assessment); *or*
2. Three exams in different areas of study which must include a writing test, a quantitative test, and a test of

the student's choice. Tests may be selected from the SAT II, Advanced Placement, or International Baccalaureate exams. Students may submit exams which are all of one type (e.g., three SAT II's , three A.P.'s, or three I.B.'s) or may combine tests of different types (e.g., two SAT II's and one A.P.).

The following tests satisfy the writing and quantitative requirements.

Writing
SAT II Writing
A.P. English Language and Composition
I.B. Language (A1, A2, or B English)
Quantitative
SAT II Chemistry, Math, or Physics
A.P. Calculus, Chemistry, Computer Science, Economics, Math, Physics, or Statistics
I.B. Chemistry, Computing Studies, Economics, Math, Physics, or Physical and Chemical Systems

Note: The SAT I math exam will not satisfy the quantitative testing requirement, and the SAT I verbal exam will not satisfy the writing requirement.

Applicants for whom English is not the first language are required to demonstrate their proficiency in English. Middlebury will consider either the TOEFL or the results from other standardized assessments, including SAT I, SAT II Writing, IELTS, CPE, MELAB, APIEL, and ELPT. Predicted grades in IBA1 or A2 English or in A-level English will also be considered. No minimum or "cut-off" scores are used. (Typically, the middle 50 percent range on the TOEFL for an entering class is 630-660 on the written test and 270-280 on the computer test. In other words, 25 percent of the matriculants score below 630 or 270, and 25 percent score above 660 or 280.) Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding records: 74 percent of the Class of 2006 graduated in the top 10 percent of their secondary school class and 90 percent in the top fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

ADMISSION DEADLINES

First-Year Early Decision I Admission:
November 15 postmark for Pre-Application Supplement and Common Application

Transfer Spring Term Admission:
November 15 postmark

First-Year Early Decision II Admission:
December 15 postmark for Pre-Application Supplement, January 1 postmark for Part II

First-Year Regular Admission:
December 15 postmark for Part I, January 1 postmark for Common Application

Transfer Regular Admission:
March 1 postmark

SPRING TERM ADMISSION

Approximately 100-120 students are offered spring term admission to fill vacancies created by students who graduate at midyear and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

TRANSFER STUDENTS

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

ADVANCED PLACEMENT

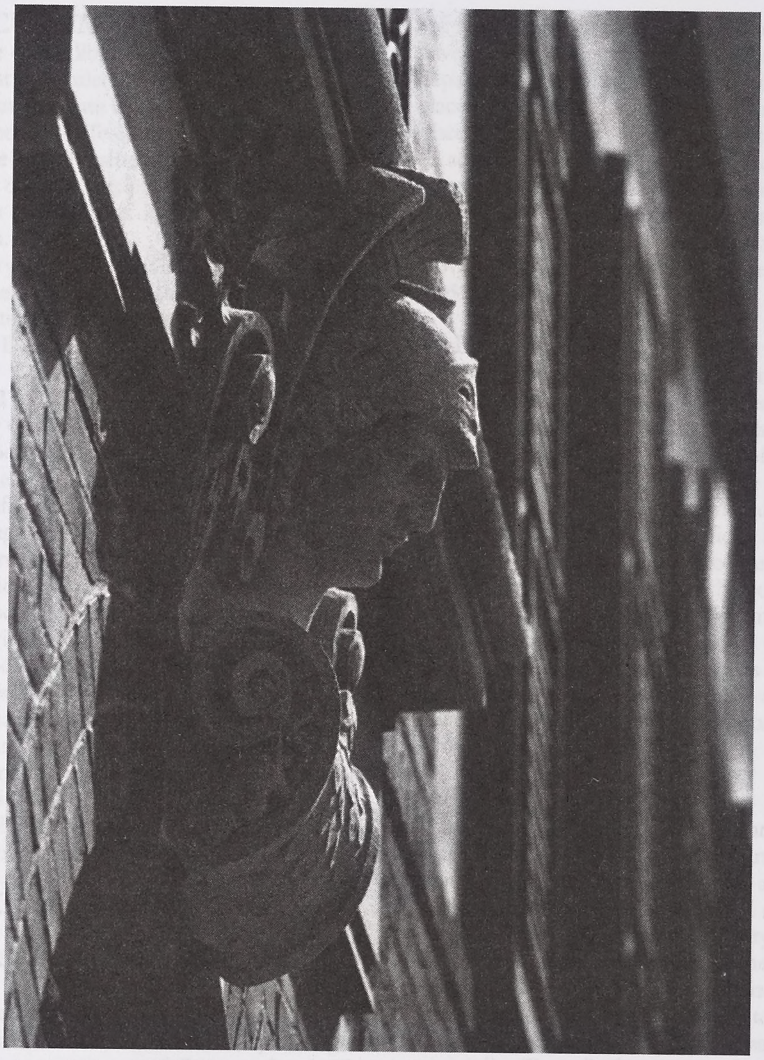
Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced placement scores of 4 or 5 and IB or higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

ADMISSION INFORMATION

Those wishing additional information about undergraduate admission or campus visits may contact:

Admissions Office
Emma Willard House
5405 Middlebury College
Middlebury, VT 05753

Telephone: 802-443-3000
Fax: 802-443-2056
e-mail: admissions@middlebury.edu



SECTION II

ACADEMIC PROGRAMS

CURRICULUM

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments or programs and complete requirements and electives in fields outside of their specialization.

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees: Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

UNDERGRADUATE WORK

COURSE REGISTRATION

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The typical program of study is four courses in each of the fall and spring terms. Sophomores and juniors may register for five fall or spring term courses only with specific approval of their advisers and the dean of their Commons. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Students may take no fewer than three courses per term without permission of the Administration Committee to become special students. In the winter term, students select one course of concentrated study.

All entering first-year students must register for a first-year student seminar in their first semester at Middlebury. Students select the remainder of their first-term program in consultation with their advisers. Final registration for courses occurs after students have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence, or both. Determination of credit and/or standing is the prerogative of the academic department. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing a class.

Non-students may audit courses only with the permission of the instructor and the dean of the faculty or his or her designee. In such cases official audit status is not possible.

Course Access

Students use the Middlebury Automated Registration System (MARS) to register for courses on the Web from anywhere in the world. For fall and spring term courses, students register at the end of the previous spring/fall term. Enrollment priority is individualized by course to accommodate the needs of students in various stages of their academic pursuits. For example, some courses give priority to first-years and others to upper-class students or to majors or to those on wait lists. Typically, first-years and sophomores have priority for enrollment in introductory courses. Students are encouraged to declare their majors and minors by the end of their second or third term to take full advantage of enrollment priority.

Prior to entering Middlebury, first-year students use a telephone system to register for a first-year seminar and to indicate preferences for their remaining courses. During orientation week, they participate in a first-year registration to complete their schedule. Representatives from the faculty are available for consultation during this registration. Spaces are reserved in many courses to allow enrollment of first-year and transfer students.

Registration for winter term courses is also on the Web, but enrollment preference for winter term is the same for all courses: sophomores, first-years, seniors, and juniors. The registration system attempts to place the maximum number of students in their first choices, but gives slight preference to students in the class order listed above.

Change of Course Registration

Immediately following the MARS registration and through the end of the second week of the fall and spring terms, course additions may be made if the student has the consent of his or her adviser and the instructor of the course into which the student wishes to enroll. Students must turn in their add cards by the end of the second week of classes.

Students may not add a course after the deadline. Exceptions to this rule may be granted by the Administration Committee, and a charge of $25 per add will be assessed.

With the signature of his or her adviser and the instructor of the course, a student may withdraw from a course without receiving a failing grade up to the end of the fifth week of the term.

After the fifth week of classes, a student may petition the Administration Committee in writing to withdraw from a course for exceptional personal or medical reasons. The petition should be endorsed by the student's Commons dean. If permission is granted, the course will be removed from the student's transcript; if it is denied, the student will remain on the roster for that course. Withdrawals for other reasons are not permitted after the end of the fifth week. A student may also petition the Administration Committee to correct the student's enrollment if the student provides written confirmation from the instructor that the student did not attend the class. If permission is granted, a charge of $25 per dropped course will be assessed. A student who fails to complete the work of a course will receive a failing grade in that course.

During winter term, course changes are made by the same procedures, but the drop/add period ends at the end of the first week of winter term. Students who enter a class late do so at their own risk. They will not be permitted to use a late start as the reason for dropping a course after the deadline.

Transfer of Credit

Students may transfer course credits from other U.S. institutions of higher education only at the discretion of Middlebury College. Students should obtain preliminary approval for a course for which they expect transfer credit before enrolling in it. Students should complete in advance a Transfer of Credit form, requiring approval by the appropriate department chair or program director and the director of off-campus study. The form should be accompanied by a complete course description and a syllabus, if available. The chair or director may also require further information about the institution. Transcripts from approved educational institutions must be official and sent directly from the institution that granted the credit. Grade reports, unofficial transcripts, or hand-carried transcripts are not acceptable. To receive credit, the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses that meet over a period of four weeks or longer and at least the same number of class hours as an equivalent Middlebury College course are eligible to receive credit. A student may only transfer two courses per summer session and a maximum of four summer courses over two sessions. Only courses with a grade of C- or better may be transferred from another institution toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record. Transfer credits may be used to satisfy the distribution and cultures/civilization requirements if the transfer credit is considered by the appropriate Middlebury department to be the equivalent of a Middlebury course that would satisfy one or more of those requirements. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses which are taken in high school and applied toward a high school diploma (or in a college/high school cooperative program) are not transferable. Only courses taken on college campuses, taught by college professors, for college students, and for which there are official transcripts, may be considered for transfer.

Transfer work from U.S. institutions will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. Failing grades and Ds at other colleges are not transferable. The major European examination certificates, such as the French Baccalauréat, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination. All course work completed off campus, whether in the U.S. or abroad, must receive final approval by the director of off-campus study. When courses are transferred, the credit is recorded but not the grade that was awarded. Transfer grades do not count towards the student's G.P.A.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special-student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus. Any student requesting special-student status must apply before September 1 for the fall term and January 15 for the spring term. No applications can be accepted after the stated deadlines.

Occasionally, a student working toward an undergraduate degree at another institution may be granted special-student status by the Administration Committee with the approval of the degree-granting institution. This is done primarily to accommodate Middlebury residents who have to be home for a period of time. Students who have received their baccalaureate degree normally may not be admitted for credit to undergraduate courses at Middlebury.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as non-degree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of student affairs will consider any special curricular problems of veterans and will grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

NESCAC Presidents' Statement on Abusive Drinking

In addition to being partners in athletic competition, the 11 colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the conference schools expressly prohibit hazing.

NESCAC member institutions: Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, Williams College. Adopted 12/14/00

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students through the web the Middlebury College Handbook, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

GRADES

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time, as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours each week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the Registrar's Office and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at their home address at the end of the fall term. At the end of the spring term, grades are sent to the students and to the parents at their home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. A student who receives a grade of F may repeat the course in another term. However, the original grade will remain on the student's transcript and will be calculated into the overall GPA when determining graduation averages at the end of the senior year. The numerical equivalents of grades are A+ and A, 4.0; A–, 3.7; B+, 3.3; B, 3.0; B–, 2.7; C+, 2.3; C, 2.0; C–, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

College Scholar: Grade point average of 3.6 with no grade lower than B– for students taking four or more courses.

Dean's List: Grade point average of 3.3 with no grade lower than B– for students taking four or more courses.

The same probation and failure rules apply to all students in all four years. The Administration Committee will exercise leniency in responding to first-year, first-semester students and will therefore give strong consideration to readmitting a student who has received academic failure after the first semester, unless the student has demonstrated flagrant neglect of his or her academic work and responsibility.

All Students Probation: 2 Ds; 1 D and 1 F; D or F in winter term; 1 D or 1 F for students completing only three courses in the term

All Students Failure: A second successive term on probation. 3 Ds; 2 Fs; 1 F and 2 Ds; 2 Ds or 1 F while on probation; D or F in winter term while on probation; three times on probation; 1 F and 1 D, or 2 Ds for students completing only three courses in the term.

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways.

Honorary Appointments: The faculty makes these honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter of Vermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year, based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are summa cum laude, magna cum laude, and cum laude.

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project, such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

HONOR SYSTEM

Before enrolling at Middlebury College each student must agree to abide by the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are not proctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor System come under the jurisdiction of the Undergraduate Honor System which consists of eight student members. Anyone who observes an infraction should report the offense to the Office of the Dean of Student Affairs. Any infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

PLAGIARISM

All incoming new students are required to sign a statement on which there is a definition of plagiarism and a mention of the penalty for plagiarism. The individual student is responsible for ensuring that his or her work does not involve plagiarism. All charges of plagiarism come under the jurisdiction of the Judicial Review Board, a panel that includes both student and faculty members. Plagiarism is normally punishable by suspension from the College.

DEGREE REQUIREMENTS

All students must complete 36 academic course units, a major, a first-year student seminar, a College writing course, and two units of physical education. All students must complete two sets of distribution requirements: a seven-course distribution requirement based on academic content categories and a three-course cultures and civilizations requirement. Beginning with the Class of 2007 there will be a four-course cultures and civilizations requirement.

Students may also choose to complete a voluntary minor.

MAJOR

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, are facilitated by a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work, adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Office of the Dean of Student Affairs, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of their adviser and the dean of their Commons.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

✓American Civilization
✓American Literature
✓Biochemistry
✓Biology
✓Chemistry
✓Chinese
✓Classical Studies
✓Classics
✓Computer Science
✓Economics
✓English
✓Environmental Studies
✓Film and Media Culture
✓French
✓Geography
✓Geology
✓German
✓History
✓History of Art and Architecture
✓Independent Scholar
✓International Politics and Economics
✓International Studies/East Asian Studies
✓International Studies/European Studies
✓International Studies/Latin American Studies
✓International Studies/Russian and East European Studies
✓Italian
✓Japanese Studies
✓Literary Studies
✓Mathematics
✓Molecular Biology and Biochemistry
✓Neuroscience
✓Music
✓Philosophy
✓Physics
✓Political Science
✓Psychology
✓Religion
✓Russian
✓Sociology/Anthropology
✓Spanish
✓Studio Art
Theatre and Dance
✓Women's and Gender Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the Registrar's Office, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by both the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

MINOR (OPTIONAL)

Students may elect to complete one or more minors. Minors will be governed by the following guidelines:

* Minors will consist of four to six courses; at least one must be at an advanced level.
* Departments and programs may designate configurations of courses that will constitute a minor (or minors) for that department or program.
* Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
* Students may not self-design a minor.
* Students who elect to complete a minor are strongly encouraged to do so before their senior year.
* No minor will be accepted after registration for a student's final semester.
* Minors will be listed on students' transcripts.
* A course may count toward a student's major or minor, but not toward both.

In addition to the minors associated with many of the majors listed above, the College offers minors in:

* African Studies
* African American Studies
* Jewish Studies
* Teacher Education

FIRST-YEAR SEMINARS AND COLLEGE WRITING COURSES

First-year seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective that attempts to make connections among a number of the traditional disciplines. All entering students register for one first-year seminar during their first semester on campus. The instructor of this seminar also serves as the first-year faculty adviser for all the students enrolled in the course. First-year seminars do not satisfy major requirements. They may, however, satisfy distribution requirements.

After completing a first-year seminar, every student must complete by the end of the fourth semester at least one course designated as a College writing course. ***A College writing course taken concurrently with a first-year seminar does not satisfy this requirement.*** For a listing of the College writing courses offered in 2002-2003, see the "College Writing Program" section of this catalog.

PHYSICAL EDUCATION REQUIREMENT

Each student must complete two physical education units unless excused by the Administration Committee. Students may use their participation on varsity and junior varsity intercollegiate teams to satisfy the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

DISTRIBUTION REQUIREMENTS

All students must complete two sets of distribution requirements: (1) academic categories, and (2) cultures and civilizations. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses, first-year student seminars, and College writing courses may also be used to satisfy distribution requirements.

Students must take at least one course in seven of the eight academic categories described below. A single course may be listed as satisfying no more than two academic categories. A student may count a single course in no more than one academic category requirement.

I. ACADEMIC CATEGORIES

1. ***Literature:*** Literature has been a central form of expression for many societies. Analysis and appreciation of literary texts give students insight into the minds and lives of other human beings, both their own cultural predecessors and people of different traditions, and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision. Courses that fulfill this requirement are designated LIT.

2. ***The Arts:*** The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context. Courses that fulfill this requirement are designated ART.

3. ***Philosophical and Religious Studies:*** Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history. Courses that fulfill this requirement are designated PHL.

4. ***Historical Studies:*** History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this category study the development of societies and cultures over time. Courses that fulfill this requirement are designated HIS.

5. ***Physical and Life Sciences:*** Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society. Courses that fulfill this requirement are designated SCI.

6. ***Deductive Reasoning and Analytical Processes:*** Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning. Courses that fulfill this requirement are designated DED.

7. ***Social Analysis:*** This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using

principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers). Courses that fulfill this requirement are designated SOC.

8. ***Foreign Language:*** Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a foreign language or focused on texts in a foreign language. Courses that fulfill this requirement are designated LNG.

II. CULTURES AND CIVILIZATIONS

(Applicable to Classes of 2006 and Before)

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States, designated USA; (2) one course focusing on some aspect of European cultures and civilizations, designated EUR; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States, designated OTH.

A single course may be listed in only one of the three cultures and civilizations categories above. A student may count the same course toward an academic category requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

III. CULTURES AND CIVILIZATIONS

(Applicable to the Class of 2007 and Beyond)

Middlebury College believes that students should have broad educational exposure to the variety of the world's cultures and civilizations. Because cultural differences are based upon, among other factors, geography as well as history, and ethnicity as well as gender, issues pertaining to cultural difference are integral to most of the academic disciplines represented in the curriculum. Accordingly, Middlebury students are required to complete a cultures and civilizations requirement consisting of one course in each of the following four categories:

1. **AAL**-courses that focus on some aspect of the cultures and civilizations of Africa, Asia, Latin America, and the Caribbean.
2. **CMP**-courses that focus on the process of comparison between and among cultures and civilizations, or courses that focus on the identity and experience of separable groups within cultures and civilizations.
3. **EUR**-courses that focus on some aspect of European cultures and civilizations.
4. **NOR**-courses that focus on some aspect of the cultures and civilizations of northern America (United States and Canada)

A single course may be listed as fulfilling no more than two of the four categories above (as determined by the Curriculum Committee). If two of the four categories are listed for a single course, a student may choose which category the course will fulfill, but a single course cannot count for two categories. A student may, however, count the same course toward both an academic category requirement, and the cultures and civilizations requirement. Courses that count toward the major and the minor, winter term courses, and first-year student seminars may be used to satisfy the cultures and civilizations requirement.

SPECIAL PROGRAMS

PREMEDICAL, PREDENTAL, AND PREVETERINARY PROGRAMS

No specific major is required of students wishing to prepare for medical professions. The professional schools expect students to complete the following courses:

BIOL 0195 Genetics and Evolution
BIOL 0250 Organelles and Cells
CHEM 0103 Fundamentals of Chemistry I
CHEM 0104 Fundamentals of Chemistry II
CHEM 0241 Organic Chemistry I
CHEM 0242 Organic Chemistry II
MATH 0112 Calculus I
MATH 0113 Calculus II
PHYS 0109 Newtonian Physics
PHYS 0110 Electricity and Magnetism
One year of English

Some medical schools expect a student to have taken an additional course in organismal biology. Preveterinary students also need biochemistry (for example, CHEM 0322) and may need to meet other specific biology requirements. There are, in addition, a number of other courses that would be very useful for premedical students (see Handbook 1 on our Web page). Interested students should begin as first-year students by taking biology, chemistry, and mathematics consistent with their backgrounds and abilities. All professional school requirements must be completed to prepare students to take the Medical College Admissions Test, usually by the end of the junior year. Interested students should get in touch with the director of student fellowships and health professions soon after their arrival at Middlebury.

EARLY ASSURANCE PREMEDICAL PROGRAM

Working in cooperation with Albany Medical College and University of Connecticut School of Medicine, Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact the director of student fellowships and health professions. Additional information can be found on the health professions Web page listed on the Middlebury site under student services.

OTHER PREPROFESSIONAL PROGRAMS

Students may participate in other four-year, preprofessional programs that prepare them for studies in law, business management, engineering, nursing, environmental studies, architecture, and other disciplines. These students should register their interests as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture, Professor Glenn Andres; engineering, Professor Frank Winkler; nursing, the director of student fellowships and health professions.

EXCHANGE PROGRAMS

Middlebury maintains exchange programs with several U.S. colleges, including Berea College and St. Mary's College during winter term and Swarthmore College and Spelman College during the fall and spring terms.

JUNIOR YEAR ABROAD

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

WASHINGTON SEMESTER PROGRAM

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

WILLIAMS-MYSTIC SEAPORT PROGRAM IN AMERICAN MARITIME STUDIES

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum. Financial aid is available for this program.

SEMESTER AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

Students of biology and/or environmental studies with a science focus may elect to spend either the fall or spring semester at the Woods Hole Marine Biological Laboratory. They may obtain four units of credit for four courses in the area of aquatic biology and chemistry. Interested students should consult the biology department listings for a detailed description of the program and contact the chair of the biology department for more information. Interested students should contact the Office of Off-Campus Study.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may take a wide variety of forms. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may pursue independent projects and internships off campus during winter term. Students may choose to take a course taught by either a regular faculty member or one of 30 to 40 visiting faculty who are recruited each year to teach winter term courses in their fields of expertise. Faculty often take advantage of the unique structure of winter term to design courses that are unusual or experimental in format.

Each fall a winter term catalog is published listing over a hundred courses that will be offered in the coming January. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects are normally graded on an A to F basis, but may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

COURSES OF INSTRUCTION

Course conflicts will be most easily avoided by taking courses in proper sequence. All courses are given as term courses, with the exception of senior work (0700 courses) and 0500 courses in an honors program. These course numbers may signify ongoing work and, in that event, are graded S (satisfactory progress) or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 0600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with the recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered this year are indicated as such, but the course description remains for informational purposes. Abbreviations are: lab=laboratory section; lect.=lecture section; prelab = lecture for the laboratory section; drill=drill; screen=screening; perf.=performance; and disc. =discussion section.

The following abbreviations are used to designate courses that satisfy the distribution requirement for academic categories: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 2003–2004 may be incomplete. The most up-to-date information can be found on the College's Web site <www.middlebury.edu>. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.

College departments and many programs are organized into six academic divisions: **Arts** (Interdepartmental Arts Course, Music, Studio Art, Theatre, Dance, and Film/Video), **Humanities** (Classics, Classical Studies Program, History, History of Art and Architecture, Philosophy, Religion), **Languages** (Chinese, French, German, Italian, Japanese, Russian, Spanish), **Literature** (Literature Program, American Literature, English Literature, Literature Courses In Translation, Literary Studies), **Natural Sciences** (Biology, Chemistry and Biochemistry, Geology, Mathematics and Computer Science, Molecular Biology and Biochemistry. Physical Education and Athletics, Physics) and **Social Sciences** (Economics, Geography, Political Science, Psychology, Sociology/Anthropology, Teacher Education). There are also seven **Interdisciplinary** programs (African American Studies, American Civilization, Environmental Studies, Independent Scholar Program, International Studies, Neuroscience, Women's and Gender Studies) and a **College Writing Program** that are not associated with any single division. Departmental and program course offerings are listed alphabetically.

COLLEGE WRITING PROGRAM

ARTS

Art
Interdepartmental Arts Course
Music
Theatre, Dance, and Film/Video

HUMANITIES

Classics
Classical Studies Program
History
History of Art and Architecture
Philosophy
Religion

LANGUAGES

Arabic
Chinese
French
German
Italian
Japanese
Portuguese
Russian
Spanish
(for courses in Greek, Hebrew, and Latin, see Classics)

LITERATURE

American Literature
English Literature
Foreign Literature Courses in Translation
Literary Studies

NATURAL SCIENCES

Biology
Chemistry and Biochemistry
Computer Science
Geology
Mathematics
Molecular Biology and Biochemistry
Physical Education and Athletics
Physics

SOCIAL SCIENCES

Economics
Geography
Political Science
Psychology
Sociology/Anthropology
Teacher Education

INTERDISCIPLINARY PROGRAMS

African American Studies
American Civilization
Environmental Studies
Independent Scholar Program
International Studies
Neurosciences
Women's and Gender Studies

COLLEGE WRITING PROGRAM

Director: Kathleen Skubikowski (Associate Professor of English); *Lecturer and Tutor-in-Writing*: Mary Ellen Bertolini, Barbara Ganley, Catharine Wright

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "College Writing" (CW) courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as CW. The usual sequence for these courses is a first-year seminar in the first semester and then a second College writing course, selected from a wide range of offerings, in the second, third, or fourth semester. College writing courses are designated (CW) in the catalog.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WRPR 0100 or WRPR 0101 The Writing Process (see description below) concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the College writing requirements (if any) they have satisfied through course work at another institution. In general, matriculated students have to complete the courses for the College writing program at Middlebury.

WRITING PROGRAM COURSES

WRPR 0100 The Writing Process (Fall)
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments, from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement. 3 hrs. lect./disc. (M. Bertolini, C. Wright)

WRPR 0101 The Writing Process (Spring)
This course, a continuation of WRPR 0100, is primarily for students who have completed a first-year seminar, although a few spots are reserved for February first-years. As students begin to master organization and argument in their writing, this course encourages them to improve their writing style and research skills. This course does not fulfill the College writing requirement. 3 hrs. lect./disc. (C. Wright)

WRPR 0200 Writing Across the Arts (CW) (Not offered in 2003-04)
WRPR 0200 is a writing-intensive course designed for student with an active interest in the arts and arts reviewing. We will focus on the structure and content of effective arts writing by exploring the traditions and current trends of writing about the arts and by writing art criticism and reviews of four art forms: creative writing, theatre, painting, and music. The class will attend and discuss exhibitions, performances, and readings; analyze arts criticism; write reviews and critiques as well as longer essays; and complete a final project. 3 hrs. lect./disc **ART** (B. Ganley)

WRPR/WAGS 0201 Writing Across Differences (CW) (Not offered 2003-04)
This class will examine a wide range of writing that addresses human differences in gender, color, sexuality, culture, and class. Readings will include personal and literary essays, opinion pieces, short stories, and scholarly articles by writers such as Dorothy Allison, Alice Walker, Julia Alvarez, David Leavitt, Raymond Carver, Peggy McIntosh, and others. Discussions will address the relationship between a text's social/rhetorical context and its argument and voice. Students will explore their own voices and concerns about identity and difference through a wide variety of forms and will share and critique this work in class. Assignments include formal and informal critiques, a personal essay, a short story, and a research project/paper with a fieldwork component and an oral presentation. 3 hrs. lect. /disc. **ART LIT**

WRPR 0202 Writing to Heal (CW) (Spring)
This writing-intensive course examines writing as a catalyst for healing after loss or grief. In a workshop focused on student writing, we will analyze the fiction, drama, poetry and creative nonfiction of Arthur Miller, Jane Austen, Frank McCourt, C.S. Lewis, Sharon Olds, William Wordsworth, Christopher Noel, Madeleine Blais, Susan Minot. Reading James W. Pennebaker's Opening Up and Louise DeSalvo's Writing As A Way of Healing will create a theoretical underpinning for our discussions. Assignments for this course will include formal analytical essays, creative work (published online), as well as electronic journals and oral presentations. **LIT** (M. Bertolini)

THE FIRST WRITING-INTENSIVE COURSE: FIRST-YEAR SEMINARS

The course numbers, titles, and instructors of first-year seminars offered during the 2003-2004 academic year are listed below.

For more information about the First-year Seminar Program, please visit the Web site at www.middlebury.edu/~fys/

FYS 03-04 Composite List

FYSE 1001 Beyond Cowboys: The Literary West (Fall)

In this course we will examine the panoramic range of the literary American West, from the mythic Wild West to the present-day creative explosion of the real, diverse Western voices. We will consider how the idea of the west as land of romance, opportunity and individual freedom has been alternately sustained and questioned over the course of the twentieth century. By exploring the work of writers as varied as Willa Cather, John Steinbeck, Leslie Marmon Silko, Rudolpho Anaya, Terry Tempest Williams, and Cormac McCarthy, we will test Wallace Stegner's suggestion that the West, "the last, best place," offers the American imagination a "geography of hope." Western music, painting, sculpture, and naturally, western films, will supplement our reading. **LIT NOR** (D. Evans)

FYSE 1002 Americans and the Open Road (Fall)

Americans have long wished to believe that every individual could travel-or create-his or her open road through life. We will study both the literary history of this belief and the social and economic conditions that have affected it, such as the 'open' west and the history of the automobile. Readings will include poetry by Walt Whitman, Hart Crane and Louis Simpson; fiction by Mark Twain, Jack Kerouac, Vladimir Nabokov and Joan Didion; memoirs by John Steinbeck, William Least Heat Moon, and Natalie Kusz. **LIT NOR** (J. McWilliams)

FYSE 1004 Segregation in America: Baseball's Negro Leagues (Fall)

Like many aspects of American life, organized baseball was segregated, black and white, from the end of the 19th century to the mid-20th century. In this course we will examine the absorbing chronicle of baseball's "Negro leagues." We will learn about the great players and teams, and consider how this sporting phenomenon reflects American values and history. We will address important questions about sports and their cultural significance. What do sports tell us about ourselves and our past? Can we understand our cultural heritage by looking through the lens of sports, black baseball in this case? We will also consider how art is created from these historical roots. **CMP NOR** (K. Lindholm)

FYSE 1003 Science Fiction (Fall)

Out-of-control scientific discovery, time travel, aliens, androids, corporate and political domination, reimaginings of race, gender, and sexuality—these and other themes have dominated science fiction over the last 250 years. We will try to understand the ways in which selected writers have seen the world we inhabit and have imagined alternatives to it. Texts and movies include: Mary Shelley, *Frankenstein*; H. G. Wells, *The Time Machine*; Isaac Asimov, I, *Robot*; Ursula Le Guin, *The Left Hand of Darkness*; and Ridley Scott, *Bladerunner*. **LIT** (M. Newbury)

FYSE 1005 Darwinian Medicine (Fall)

We will look at modern humans and their health from the point of view of evolutionary biology. Students will be introduced to the basics of evolution by natural selection, and will learn to interpret morphological, biochemical and behavioral aspects of humans and their pathogens in this context (such as how and why the level of virulence of a disease changes when human habits change). Each student will write a review (based on readings from primary literature) of a novel evolutionary hypothesis relating to human health. Readings will include *Why We Get Sick* (by Nesse and Williams) and numerous papers from the primary literature. 3 hrs. lect/disc **SCI** (H. Young)

FYSE 1006 The Ecological History of Vermont (Fall)

The Vermont landscape reflects its history: glaciations, human land use practices, and natural disturbances have all left their mark. We will explore the ecological history of Vermont, examining how natural and human disturbances have shaped the landscape that we see today. We will conduct ecological research projects at field sites in the Green Mountains and the Champlain Valley, in order to explore the role of historical events in shaping the ecological communities that surround Middlebury College. We will supplement our own research with extensive readings from published descriptions of the natural and human history of Vermont. 3 hrs lecture/discussion; 3 hrs lab (A. Lloyd)

FYSE 1007 Modern Age of Science (Fall)

With the post WWII rise of the military-industrial complex, the federal government dramatically increased its funding, and therefore control, of scientific research, while agencies such as the EPA and FDA assumed an ever greater responsibility for regulating technology. We will trace this evolution through the biography of its principal architect, Vannevar Bush (Endless Frontier). We will then study the book that sparked the environmental movement, Rachel Carson's Silent Spring, and selected current topics readings. Using a case study approach and the scientific method as our guides, we will examine the costs and benefits of science and technology and the ways that they impact our lives. 3 hrs. lect./disc. **NOR** (R. Bunt)

FYSE 1008 "Orwell at 100: The Literary & Political Legacy" (Fall)
Often championed by conservatives and liberals as "the conscience of his era," simultaneously attacked as "politically incorrect" from the right and the left, the writings and the life of George Orwell have fascinated readers for more than 70 years. Born 1903 in British India, a scholarship boy at an elite English middle school, Eric Blair transformed himself into George Orwell, the politically committed writer, as he chronicled those "interesting times" scarred by imperialism, communism and fascism. In 1937-38 he fought and nearly died in the Spanish Civil War. We will read and discuss his biography, his intrepid essays and some major works including *Down and Out in Paris and London*, *Burmese Days*, *Animal Farm*, and *1984*. While analyzing his own writing strategies and style, we will explore connections between his life, his writings, and some contemporary controversies that take up the challenge of defining Orwell's literary and political legacy. **LIT EUR** (J. Berninghausen)

FYSE 1009 The Lessons of History: Herodotus and Thucydides (Fall)
Is it really true that, as Santayana wrote, "Those who cannot remember the past are doomed to repeat it"? (The Life of Reason or the Phases of Human Progress, 1905) Is human experience cyclical? Can the study of history teach us anything that we can apply to our own situation? The ancient Greek historians believed that knowledge of the past is useful. We will read the two most important writers of Greek history, Herodotus and Thucydides, investigate the lessons they wanted to teach their contemporaries, and consider whether and how their insights might be instructive for their original audiences and for us. **HIS LIT EUR** (J. Chaplin)

FYSE 1010 Markets & Politics (Fall)
What role should the state play in the market economy? Serious efforts to answer this important and timeless question immediately encounter some of the most fiercely debated controversies in economics: is the market system "progressive"? Can it be self-regulating? Does a market system generate internal forces that lead to its inevitable demise? Can the state correct problems that markets create? Or is the state itself the problem? To explore these issues we will examine original texts by some of the most important thinkers ever to have addressed them. Readings will be drawn from the major works of John Locke, Adam Smith, Karl Marx, Carl Menger, Thorstein Veblen, Joseph Schumpeter, John Maynard Keynes, and Friedrich von Hayek. **SOC** (R. Prasch)

FYSE 1011 Poems, Poets, Poetry (Fall)
In this course, we will read a wide range of lyric and narrative poems and explore ways of responding to them, in discussion and in writing. We will contemplate the resources of language and expressive form and structure upon which poets variously depend and draw. We will ask such questions as: can a poem really be "analyzed" or "explicated"; and what assumptions lie behind such an attempt? The aim of this course is to assist in making poetry accessible and enjoyable without diminishing its complexity or its challenge, and to encourage a sense of poems as companions for life. **LIT** (D. Price)

FYSE 1012 Frost Country (Fall)
In addition to being one of the twentieth century's greatest writers, Robert Frost was also a remarkably gifted naturalist. We will read widely in Frost's poetry, paying special attention to his vision of Vermont's landscape. His work maps the physical and cultural terrain in which we pursue our studies today. This is a seminar in which the literary discussions will be complemented by field-trips, journal-keeping, and exploration of the poet's biography. **LIT NOR** (J. Elder)

FYSE 1013 Mystery and Detective Fiction
In this course we will trace the development of detective fiction from the 19th century to the present. Beginning with the classic 19th century writers (Poe, Doyle, Collins), we will move through the "Golden Age" of mystery writing (Sayers, Christie, Gardener) and continue to present variations on the genre (sci-fi and techno mysteries, gay and lesbian detectives, etc.). Though focusing primarily on British and American works, we will also read works from French, German, Japanese, Arabic and Chinese sources (in translation). We will consider mystery fiction as serious literature and explore its cultural significance as popular entertainment. **LIT EUR** (A. Losano)

FYSE 1014 Passages from India (Fall)
In this course, we will focus on the literature, politics and culture of 20th century India. We will discuss writing by Raja Rao, Mahatma Gandhi, Jawaharlal Nehru, Ismat Chughtai, Mahashweta Devi, Arundhati Roy, Salman Rushdie, and others. Drawing on both popular and documentary films, we will explore this literature in the contexts of colonialism, nationalism, class and caste politics, gender, the state, regionalism, religion, notions of development, and globalization. **LIT AAL** (Y. Siddiqi)

FYSE 1015 Contemporary Ireland through Fiction and Film (Fall)
What does it mean to be Irish today? How are Irish writers and filmmakers articulating the post-colonial, "global" age transformation of a country stereotypically obsessed with its past, landscapes and stories? To ask these questions, we will journey through contemporary Irish identities via work by writers such as Joseph O'Connor, Roddy Doyle, and Claire Keegan; and filmmakers such as Jim Sheridan,

Morna Regan and Cathal Black. Through a series of formal and informal writing assignments including essays, digital stories and collaborative projects, we will practice ways of writing about literature and film as well as the cultural landscapes of our own lives. **LIT EUR** (B. Ganley)

FYSE 1016 Media and Childhood in American Culture (Fall)

In this course we will consider the controversial relationship between media and childhood in American society. We will examine a number of cultural debates, including those surrounding the role of media sexuality and violence within children's lives, the ethics of children's media commercialization, and the politics of media censorship. To explore these issues, we will employ a number of strategies, including writing memoirs, interviewing children, analyzing children's media, and developing original media products for children. Finally we will consider the potential of media literacy education and children's media production as strategies for making media productive and positive facets of children's lives. **SOC NOR** (J. Mittell)

FYSE 1017 More or Less American (Fall)

Drawing on novels, personal narratives and film, we will trace the journey from immigrant to "ethnic" to hyphenated American and beyond. We will look in particular at how ethnicity intersects with such issues as the melting pot and the promised land; family and language; gender, color, and class; and the articulation between "ethnic" and American identities. Narratives may include, in toto or excerpted, *The Promised Land, Black Boy, Were You Always an Italian? No-no Boy, Hunger of Memory*, and *Woman Warrior*. Possible films: *Hester Street, Do the Right Thing, Mi Familia, Joy Luck Club*. **LIT NOR CMP** (E. Knox)

FYSE 1018 Vermont's Geologic Landscape, Then and Now (Fall)

With the Green Mountains to the east and the Adirondacks Mountains and Lake Champlain to the west, Vermont is a natural laboratory in which to study many of the forces that shape the earth. This course is designed to use the natural outdoor setting of Vermont and New York to develop an appreciation and understanding of the geologic landscape using the fundamentals of physical geology. We will investigate how mountains are built, how rivers and glaciers erode them and how modern processes are today shaping and sculpting Vermont's landscape. (1 1/2 hrs class + 5 hrs field work each week.) (P. Manley)

FYSE 1019 The Pen and the Past: History through Literature in India (Fall)

This course will introduce students to the modern history of India by reading literature. The structure of the course will be along thematic lines, although we will read the novels and poetry in roughly chronological order. Themes will include Mughal decline in the 19th century, British Raj nostalgia, the independence and partition of India, and post-colonial writing. We will read novels and poetry by such authors as Bahadur Shah (the last Mughal emperor), Rudyard Kipling, Paul Scott, R.K. Narayan, Salman Rushdie and Meera Syal. 3 hrs. disc **HIS AAL** (I. Barrow)

FYSE 1020 Crime & Punishment in American History (Fall)

How has American society defined crime and determined appropriate punishment through the course of our nation's history? In this seminar we will examine how social and political forces have shaped our understanding of crime, the code of law, and extralegal violence. We will also explore how meanings of crime and punishment have changed across time and been influenced by race, class, gender, and region. Historical cases we study will range from the colonial period to the late 20th century and may include such topics as the Salem witch trials, lynching, prostitution, espionage, and the death penalty. **HIS NOR** (A. Morsman)

FYSE 1021 Love and Death in Western Europe, 1300-1900 (Fall)

History is not just names and dates; it also encompasses how ordinary people lived and felt. Emotions have a history because they have changed over time. This course deals with aspects of the history of desire and fear in Western Europe from the Middle Ages to the industrial era. Topics will include sex, marriage, child-rearing, disease, suicide and the belief in immortality. In addition to works of historical analysis, we will read literary and theoretical sources, including Dante, Goethe and Freud. Our aim is to understand how common emotions have been altered by social and cultural circumstances. **HIS SOC EUR** (P. Monod)

FYSE 1022 Periklean Athens and the Golden Age of Greece (Fall)

In this interdisciplinary seminar we will explore classical Athens at its cultural zenith under the stewardship of Perikles, son of Xanthippus, through the study of its achievements not only in art and architecture but also in literature, science, and philosophy. Emphasis will be placed on primary sources in art (objects at the Museum of Art), historical writings (Thucydides and Plutarch), drama and comedy (Aeschylus and Aristophanes), and philosophy (Plato and Aristotle). Attention will be given to the factors and events leading up to the classical moment, and to the legacy of Periklean Athens in later periods of Western civilization. **ART HIS EUR** (P. Broucke)

FYSE 1023 The Art and Language of the Civil War (Fall)
The seminar will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings of Winslow Homer and Frederic Church, the poetry and prose of Walt Whitman, the photographs of Matthew Brady, and the political writings of Abraham Lincoln. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. **ART HIS NOR** (C. Wilson)

FYSE 1024 Reading Primo Levi: From Auschwitz and Beyond (Fall)
In this course students will discuss the writings of Primo Levi, perhaps Italy's most renowned modern writer of creative and intellectual memoirs. A chemist by profession, Levi was captured and deported by the Italian fascists in 1943 at the age of 24. His survival in a German concentration camp compelled him to begin writing about his experiences and to reflect upon the power and the limits of language especially in regard to the Holocaust. He went on to become "one of the most important and gifted writers of our time," according to Italo Calvino. We will focus primarily on three of Levi's works: *Survival in Auschwitz*, *The Periodic Table*, and *The Drowned and the Saved*, but will supplement this reading with other texts such as interviews, historical and biographical articles, poetry, and film. We will use Levi's works to examine issues such as: the power and limits of language, the impact of the Holocaust on traditional means of narrating human experience, and the complexity and necessity of ethical judgment. **LIT EUR** (N. Chang)

FYSE 1025 Chance (Fall)
What doomed the space shuttle Columbia? Could NASA have predicted the Challenger's O-ring failure? Middlebury tied for 7th place in US News. Is missing 4th place by three points important? Can Cheerios prevent heart attacks? Nowadays you can't watch the news, choose a college, or even eat breakfast without encountering statistical claims. How you choose to evaluate (or ignore!) them ultimately affects how you lead your life. We'll learn why, through readings that include your favorite newspaper, geologist Stephen J. Gould's elegant essays on excellence and variability, and statistician Edward Tufte's trenchant critique of data graphics in the popular press. **DED** (W. Peterson)

FYSE 1026 Analytic Tools for Human Survival and Global Citizenship (Fall)
Are human beings and the natural world on a collision course? Are we inflicting irreversible damage on the environment and upon critical resources? Will our ecological systems become unable to sustain life, as we know it? In this course we will develop appropriate analytic tools to address such questions. Public policy decisions require a citizenry well versed in quantitative reasoning, and this will be our primary focus. Topics to be studied mathematically include fair voting, models of growth, elementary probability, statistics, variation, and collection and graphical representation of data. We'll focus on real-world numbers arising from investigations of current critical issues. **DED** (M. Olinick)

FYSE 1027 Divas, Priests, and Warriors: Individualism in Music (Fall)
The history of music resounds with the stories of people, real or imagined, who have taken on mythic status. We will explore truths and fictions-and the often clear agendas-that permeate some of the more common myths: the performing diva (like Carmen or Madonna) clawing her way to the top and dominating by whim and determination; the genius-priest (Beethoven, Wagner, Jim Morrison) leading the masses to redemption; and the proud artist battling for self-expression against an oppressive regime (Shostakovich, Billie Holiday). No musical background is required. **ART EUR** (S. Moore)

FYSE 1028 Identity and Difference (Fall)
How do we use categories of identity and difference? How does culture determine how we perceive and perform gender and ethnic identity: male/female, gay/straight, East/West, black/white? We will look at constructions of gender and sexual identity in various cultures and consider how they intersect with national and ethnic identity. Literature and film will be our primary focus. We will read Euripides' *Bacchae*, Forster's *Passage to India*, and Puig's *Kiss of the Spiderwoman* and view films like *Boys Don't Cry* and *Europa Europa* that problematize sexual and gender identity. 3 hrs. lect./disc **LIT SOC OTH** (K. Moss)

FYSE 1029 Science-An Investigative Art (Fall)
Surveillance, detection of art forgery, medical imaging, and DNA testing all involve technologies that were once exclusively the domain of fundamental research but are now pervasive in society. Readings from introductory science texts and current periodicals on these four topics will emphasize the scientific basis of each, while challenging the class to consider the public policy implications of their use. Through biweekly writing assignments in the form of popular science articles or white papers, students will develop the ability to explain common technologies and analyze their impact on society. (S. Watson)

FYSE 1030 Love and Friendship in Literature and Philosophy (Fall)
We will begin this course with Plato's Phaedrus, to learn about love and its relationship to speaking and writing. We then turn to Aristotle's Ethics, to consider the importance of love and friendship to us as

individuals and as citizens. Then we will read: a Jane Austen novel; Shakespeare's Sonnets; Montaigne's essay, "*Of Friendship*;" Shakespeare's *Romeo and Juliet* and *Antony and Cleopatra*; and Tolstoy's *Anna Karenina*. Finally, we will return to Plato to consider the relationship between love (eros) and philosophy in the Symposium and Phaedrus. We will also view two films: *Shakespeare in Love*, and *The Philadelphia Story*. **PHL LIT** (M. Dry)

FYSE 1031 Drugs, Society, and Behavior
The use and abuse of licit and illicit drugs is one of the major public health concerns faced by modern American society. Still, experts on addictive behaviors disagree on issues of prevention, causation, and treatment. This seminar is designed to help students consider the answers to questions such as: Should drug and alcohol abuse be prevented through education or by increasing interdiction and law enforcement efforts? Is addiction caused by heredity, environment, or an individual's personality? Is drug abuse a mental, medical, legal, or social problem? Is Alcholics Anonymous the most effective treatment for alcoholism? Should some illegal drugs be legalized? **SOC** (C. Vélez)

FYSE 1032 The Age of the Crusades: Religion, Society and Politics in the Middle Ages (Fall)
In this course we will explore the phenomenon of the Crusades and its religious, social and political effects on Europe, Byzantium and the Middle East from Jewish, Christian and Muslim perspectives. We will also examine the various historiographies of the Crusades written by eyewitnesses and contemporaries. Special emphasis will be given to religious propaganda, social interaction, military networks, and arts and architecture. **HIS EUR CMP** (A. Mourad)

FYSE 1033 Matters of Life and Death: Abortion, Euthanasia, and the Death Penalty in America (Fall)
From Roe v. Wade to Jack Kevorkian to the execution of Timothy McVeigh, American society has been polarized by debate over abortion, euthanasia, and capital punishment. Why do these issues provoke such controversy? What do our opinions on them say about our moral values? Is there a "right to life"? What exactly is a "good" death? Is civil discourse on these matters really possible? This course will address these and other questions, both theoretically and in relation to specific cases. Readings will include philosopher Ronald Dworkin's *Life's Dominion*, Pope John Paul's *Evangelium Vitae*, and Helen Prejean's *Dead Man Walking*. 3 hr lect./disc. **PHL SOC NOR** (J. Davis)

FYSE 1034 Russia: Euro-Asian Nation (Fall)
An introduction to the dominant themes of Russia's past and their impact on the present. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The selected topics: Slavic mythology and Russian Othodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev and Brezhnev; the fall of the Soviet empire and a look into the future. Weekly written assignments, peer reviews. 3 hrs. lect./disc. **LIT EUR HIS** (S. Davydov)

FYSE 1035 Single-Parent Families and Their Children (Fall)
The rise in single-parent families is a world-wide phenomenon. In this course we will examine some of the explanations for this shift in the structure of families, with an emphasis on the United States. In addition, the course will consider variations (e.g., by race and sexual orientation) in the kinds of families headed by men and women, the general issue of the poverty of single-parent families, the impact of welfare "reform" on these families, and the consequences for children of growing up with one resident parent. In addition to sociological and historical material, the course will include autobiographical writings and novels. **SOC** (P. Nelson)

FYSE 1036 Primary Health Care Interactions (Fall)
The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary practice influence the health and well-being of rural Vermonters. The course is designed to facilitate a first-hand awareness of how medicine is actually practiced in local communities, and to provide a general context for the optional preceptorship course (SA161) in which students engage in local community health-care residencies with rural doctors. 3 hrs. lect./disc. **SOC NOR** (D. Napier)

FYSE 1037 Language: Variation, Acquisition, and Diversity (Fall)
In this seminar we will study the concept of language by exploring topics in language variation, acquisition, and diversity. Some of the questions that we will investigate are: Why do some people say "pahk the cah" and some say "park the car"? Do women interrupt more than men in conversations? How many U.S. English dialects are there? Do adults who learn a second language follow the same path as children learning their first language? Do all human languages share some specific characteristics? What is our role in letting languages die or survive? How does teaching English abroad relate to linguistic imperialism? **SOC** (L. Comajoan)

FYSE 1038 Growing up "Other" in the Americas (Fall)
Who am I and how do others see me? This seminar will focus on the growing up and educational experiences of individuals from a number of marginalized groups throughout the Americas. By studying a number of novels, essays and films we will look at such questions as: What does it mean to be "other"? What does "American" mean? Where and how does one find a voice? What is the importance of landscape in one's identity? We will also touch on issues of gender, ethnicity, and sexual orientation. **LIT AAL CMP** (M. Fernández)

FYSE 1039 The Playwright and His Research: Tom Stoppard and his sources (Fall)
Tom Stoppard is a playwright who both challenges and honors audiences; his works provide exposure to extraordinarily diverse fields of knowledge. This course, which will explore Stoppard's creative process, will consist of an intensive study of five of his major works for the theatre: *Rosencrantz and Guildenstern are Dead, Arcadia* and the recent trilogy, *The Coast of Utopia*. In addition to the plays we will read various sources on which Stoppard drew heavily, including *Hamlet* and *Waiting for Godot* (R&G), James Gleick's *Chaos*, and Rupert Christiansen's *Romantic Affinities: Portraits of an Age (Arcadia)*, and Isaiah Berlin's *Russian Exiles (The Coast of Utopia)*. **ART LIT EUR** (C. Faraone)

FYSE 1040 Communism and Fascism (Fall)
This seminar will study the two "totalitarian" regimes of the twentieth century, Nazism in Germany and Stalinism in Russia. Emphasis will be placed on the cultural and philosophical origins of Fascism and Bolshevism. Readings will include selections from the writings of Marx, Mill, Dostoevsky, Nietzsche, Lenin and Hitler, as well as literary and cinematic works. **HIS PHL EUR** (J. West)

FYSE 1041 The Economics of Social Issues (Fall)
In this course we will examine current social problems from the perspective of an economist. We will use the tools of economics as a framework for understanding important social issues such as poverty, discrimination, access to health care, crime and drugs, immigration, welfare reform, affordable housing, quality and affordability of childcare, solvency of social security, gun control, divorce, and the environment. **SOC NOR** (J. Holmes)

FYSE 1042 Voices Along the Way (Fall)
This seminar, designed for international students, is an introduction to contemporary American culture via literature (both fiction and non-fiction) and film. Our exploration of the American landscape and mindscape will be organized around three topics: a sense of place, family relationships, and the American educational scene. We will respond to each of these topics by writing essays, creating web pages, and designing multi-media presentations. We will read stories and essays by John Updike, Amy Tan, Gloria Naylor, and James Baldwin among others. Films will include *Dances with Wolves*, *The Godfather*, and *Dead Poets' Society*. **ART LIT NOR** (K. Skubikowski)

FYSE 1051 Metamorphosis and Myth-Making (Spring)
This course is designed to investigate the complex theme of metamorphosis as it develops from classical texts into such modern fables as Kafka's Metamorphosis. We will begin by looking at some of the central tales in Ovid's Metamorphoses such as the stories of Narcissus and Pygmalion which deal with psychological and aesthetic transformations in ways which have profoundly influenced our culture. We will consider the uses of transformation in a variety of genres and periods, including two Shakespeare plays, novels by Virginia Woolf and Franz Kafka, short stories by Angela Carter, and lyric poetry by Ted Hughes and others. The course will conclude with a consideration of metamorphosis in film, focusing on *Beauty and the Beast* and *Orlando*. **LIT EUR** (M. Wells)

FYSE 1052 Color in Science and Culture (Spring)
What is color? Scientifically speaking, color is a micro-consciousness, and without you, color does not exist. Yet can you imagine living in a world without color? Probably not, for color plays a vital role in our culture. In this course, we will explore both the science of color, and the various aspects of color in art, philosophy and psycology. Texts include *Color: Why the World Isn't Grey*, *Bright Earth: Art and the Invention of Color*, *Color in Nature, A Visual and Scientific Exploration*, *Color and Culture*, *The Philosophy of Color*, and *The Primary Colors*. (S. Choi)

FYSE 1053 Place in American Imagination (Spring)
Many artists have devoted their careers to capturing the essence of places they love. This geography seminar examines artists' creative engagement with American places in the 19th and 20th centuries as a way to heighten students' own sensitivity to place and strengthen their ability to write descriptively and analytically. We will study evocations of place in the work of Hawthorne, Cather, Sinclair Lewis, and Garrison Keillor; compare painted landscapes to soundscape compositions by Anton Dvorak and George Gershwin; and learn how words, image, and sound combine to create intense sense of place in films such as Paris, Texas. **LIT NOR** (A. Knowles)

FYSE 1054 Politics, Poetry, and Philosophy (Spring)
In this course we will use poetic and dramatic works to look at enduring questions of political philosophy: membership (and dismembership) in a polity; justice and revenge; leadership; the role of truth and lies in political speech; and the problems of founding. We will begin by reading Greek drama: *The Bacchae*, *The Clouds*, *The Oresteia*. We will continue with four of Shakespeare's plays: *Julius Caesar*, *Antony and Cleopatra*, *Richard III*, and *Merchant of Venice*. We will conclude with three contemporary works by Tony Kushner; *Angels in America* (1993), *Slavs* (1995), and *Homebody/Kabul* (2001). These last plays, remarkably, continue the themes of the earlier dramas. (K. Carmola)

FYSE 1055 Women Writers in France (Spring)
In this course, we'll examine questions of gender and genre in France. Has there been a special women's "take" on the stories written by men? Are there different narrative structures, and do the characters behave differently? What themes emerge and what categories of human experience are emphasized? What is the role in French women's literature of "autobiography and letters? Finally, to what extent do these characteristics reflect the condition of women in France at a particular time in history, or do they reflect a more universal feminine condition? Readings will include works by Mme de Lafayette, George Sand, Colette, Beauvoir, and Duras. **LIT EUR** (B. Ladimer)

FYSE 1056 The Black Death (Spring)
This course will examine the great plague of 1348, the Black Death, as an epidemiological, cultural, and historical event. What was the plague? How did it affect European society in the short term, and what were its repercussions? Was the Black Death truly a turning point in European history, or have its effects been overrated? Finally we will look at the role the plague has played as a metaphor in society and will discuss modern plagues like the hemorrhagic viruses and AIDS using fiction and film as well as the works of modern scholars. **HIS EUR** (L. Burnham)

FYSE 1057 The Silmarillion and The Lord of the Rings (Spring)
The course will explore J.R.R. Tolkien's Middle-earth mythology, including *The Hobbit*, *The Lord of the Rings*, and *The Silmarillion*, as well as some of Tolkien's lesser-known works ("*Leaf by Niggle*" and "*Smith of Wooten Major*"). We will seek to understand some of the most important themes in his writing, especially spiritual and philosophical. In particular, *The Silmarillion* will be used as a framework for understanding *The Lord of the Rings*. The course will focus on primary writing, but a few secondary critical sources including T.A. Shippey's *J.R.R. Tolkien: Author of the Century* will also be used. 3 hrs lect./disc. **LIT** (M. Dickerson)

FYSE 1058 Faith and Reason (Spring)
In this course we will explore both perennial and contemporary questions in the philosophy of religion: Is there a God? Are objective proofs of God possible, or can religious belief be founded on subjective feelings? What is faith? The modern period has been a time of unprecedented crisis for religion, and we will focus in particular on some of these challenges and responses to them. Is religion, as Freud thought, just wish-fulfillment? Is religious belief compatible with science? Can any religion claim to be the true religion in a pluralistic world? Authors read will include Augustine, St. Anselm, Kant, Kierkegaard, James, Freud, and contemporary philosophers. **PHL** (J. Spackman)

FYSE 1059 Human Nature and the Environment (Spring)
Because of growing materialism and the resultant degradation of our environment, a number of recent authors have challenged us to re-examine our core beliefs about our nature, our needs and values, and particularly our relationship to the natural world. With these challenges in mind we will examine some of the following works: Quinn's *Ishmael*, Livingston's *Rogue Primate*, Shepard's *Coming Home to the Pleistocene* and *Nature and Madness*, Hartmann's *The Last Hours of Ancient Sunshine*, Elgin's *Voluntary Simplicity*, Kasser's *The High Cost of Materialism*, Berry's *The Great Work*, and Cushman's *Constructing the Self*. **SOC** (B. Osborne)

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After successfully completing a first-year seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course (CW). A College writing course taken concurrently with a first-year seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year seminars and to introduce students to the methods of inquiry and the specialized discourse and forms of their major fields. They are taught in sections of limited enrollment and require extensive writing and revising, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing.

Satisfactory completion of one of these College writing courses is a graduation requirement. Students, who have completed one College writing course may elect a second, different course in the program, space permitting.

College Writing Courses for 2003-04

The courses listed below are among those that will satisfy the writing requirement in 2003-04. For full descriptions, see the entries under individual departments of instruction. Students taking a lecture course for CW credit should make sure to sign up for the B section of the course. For the particular sections of courses that are designated as writing intensive, consult the schedule of courses. Additional College writing courses are normally offered during the winter term. For a listing of these courses, consult the winter term catalog.

For more information about the College Writing Program, please visit the Web site at: www.middlebury.edu/~writing/

American Civilization

AMCV 0103 Issues in American Civilization: 20th Century African American Migrations (CW) (Fall)
AMCV/RELI/HIST 0271 The Puritans and Their Cultured Despisers (CW) (Spring)
AMCV/HARC 0408 American Art in Context: The Art and Life of Winslow Homer (CW) (Spring)

Biology

BIOL 0203 Biology of Plants CW (Fall)
BIOL 0304 Aquatic Ecology CW (Fall)
BIOL 0370 Animal Physiology (CW) (Spring)

Chemistry and Biochemistry

CHEM 0312 Inorganic and Physical Chemistry Laboratory (CW) (Spring)
CHEM 0313 Biochemistry Laboratory (CW) (Spring)

Classics

CLAS 0140 Augustus and the World of Rome (CW) (Fall)
CLAS 0141 Masterpieces of Roman Literature (CW 8) (Spring)
CLAS 0152 Greek Tragedy (CW 10) (Spring)

Economics

ECON/HIST 0220 American Economic History since 1865 (CW) (Fall)

English

ENGL/THEA 0218 Playwriting I (CW 15) (Fall)
ENGL/THEA 0240 Screenwriting Workshop I (CW 12) (Fall, Spring)

Environmental Studies

ENVS 0211 Conservation and Environmental Policy (CW 15) (Fall)

Film and Media Culture

FMMC/ENGL 0240 Screenwriting Workshop I (CW) (Fall)

French

FREN 0221 Romanticism-Modernism (CW 8) (Fall, Spring)
FREN 0255 Improving Writing in French (CW) (Spring)

Geography

GEOG 0100 Place and Society: Local to Global (CW) (Fall, Spring)
GEOG 0120 The Power of Maps (CW) (Fall)

Geology

GEOL 0170 The Dynamic Earth (CW 15) (Fall)
GEOL 0201 Bedrock Geology of Vermont (CW 25) (Fall)
GEOL/CHEM 0283 Environmental Geochemistry (CW 15) (Spring)

German

GRMN 0304 Advanced Writing Workshop (CW) (Fall)
GRMN 0426 To Veil or not to Veil: Germany and Islam (in English & in German) (CW 5) (Spring)

History

HIST 0112 Modern East Asia (CW 5) (Spring)
HIST 0203 United States History: 1492-1861 (CW 10) (Fall)
HIST 0204 United States History: 1861-1960 (CW 10) (Spring)
HIST/ECON 0220 American Economic History since 1865 (CW) (Fall)
HIST 0231 Imperial China (5 CW) (Fall)
HIST 0248 Modern Russia (CW 5) (Spring)
HIST/RELI/AMCV 0271 The Puritans and Their Cultured Despisers (CW) (Spring)
HIST 0285 Colonial Latin America (CW 5) (Fall)

History of Art and Architecture

HARC 0101 Monuments and Ideas in the History of Art (CW15) (Fall)
HARC 0204 Approaches to Islamic Art (CW) (Spring)
HARC/AMCV 0408 American Art in Context: The Art and Life of Winslow Homer (CW) (Spring)

Japanese

PSCI/JAPN 0307 Political Economy of Japan (CW)

Literature Program

LITP 0101 Reading Literature (CW 15) (Fall, Spring)

Mathematics

MATH 0261 History of Mathematics (CW 5) (Not offered 2003-04)
MATH 0432 Elementary Topology (CW 15) (Spring)

Philosophy

PHIL/CLAS 0175 Greek Philosophy (CW 10) (Fall)
PHIL/WAGS 0234 Philosophy and Feminism (CW) (Fall)

Physics

PHYS 0321 Experimental Techniques in Physics (CW 20) (Fall)

Political Science

PSCI 0260 The Political Economy of Drug Trafficking (CW 15) (Spring)
PSCI/JAPN 0307 Political Economy of Japan (CW)
PSCI 0324 The Political Development of Western Europe (CW) (Fall)

Psychology

PSYC 0202 Research Methods in Psychology (CW 15) (Fall, Spring)

Religion

RELI 0130 The Christian Tradition (CW 10) (Fall)
RELI/SOAN 0208 The Sociology of American Religion (CW 5) (Fall)
RELI 0260 Readings in Classical Jewish Texts (CW 10) (Fall)
RELI/HIST/AMCV 0271 The Puritans and Their Cultured Despisers (CW) (Spring)

Sociology/Anthropology

SOAN/RELI 0208 The Sociology of American Religion (CW 5) (Fall)
SOAN 0211 Human Ecology (CW 5) (Fall)
SOAN 0302 The Research Process: Ethnography and Qualitative Methods (CW 5) (Fall)
SOAN/WAGS 0313 The Social Construction of Masculinity (CW 5) (Spring)
SOAN 0326 Latin American Culture and Society (CW 5) (Fall)
SOAN 0335 The Anthropology of China (CW 5) (Spring)

Spanish

SPAN 0307 The Literature of Spanish America (CW) (Fall)
SPAN 0315 Hispanic Film (CW) (Spring)

Studio Art

ART 0520 Advanced Studies in Studio (CW 5) (Fall, Spring)
ART 0720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)

Theatre, Dance, and Film/Video

THEA/ENGL 0218 Playwriting I: Beginning (CW 16) (Fall)

Writing Program

WRPR 0202 Writing to Heal (CW) (Spring)

Women's and Gender Studies

WAGS/SOAN 0313 The Social Construction of Masculinity (CW 5) (Spring)

AFRICAN AMERICAN STUDIES

Professors: Ellen Oxfeld (sociology/anthropology), James Ralph (history); *Associate Professors:* William Hart (history), William Nash (American literature and civilization) Director.

This program offers a minor in African American Studies to students who complete the following requirements:
(1) Two of the following core courses, designed to offer theoretical perspectives and broad background:
* AMLT 0357 Images of Blackness and Whiteness in American Literature
* HIST 0371 African American History
* SOAN 0355 Race and Ethnicity (this course is not specifically on African American experience, but offers a theoretical perspective on race and race relations)

(2) Two of the following courses, which are more focused explorations of a part of the African American experience:
* AMCV 0330 Black Chicago
* AMV 0377 African American Critical Thought
* AMLT 0355 African American Narrative
* AMLT 0356 The 19th Century African American Literary Tradition
* HIST 0372 The Civil Rights Revolution

(3) One advanced, relevant 0400 level course or an independent 0500 level project.

Other appropriate courses offered during the fall and spring semesters, or during the winter term, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

AFRICAN STUDIES

Assistant Professor: Armelle Crouzieres (French), Jacob Tropp (director) (history), David Eaton (sociology and anthropology). *Other affiliated faculty:* Francois Clemmons (music), Darien Davis (history), Bill Hart (history), Jon Isham (economics), Jennifer Post (music), Michael Sheridan (sociology and anthropology).

This program offers a minor in African Studies to students who complete the following requirements:
(1) Two of the following core courses which focus primarily on Africa:
FREN 1016 (Post) Colonial Perspective in Film

FREN 0392 The Awakening of the Maghreb
FREN 0395 Francophone Women Writers
FREN 0369 Francophone Colonial and Post Colonial Fiction
HIST 0225 History of Africa to 1800
HIST 0226 Modern Africa
HIST 0419 Environmental History of Africa
HIST 0421 Women and Gender in African History
HIST 0456 Writing and Research: African History
SOAN 0332 Peoples and Cultures of Africa

(2) Two courses, chosen from group 1 (above) or from the following courses, which include significant course materials on Africa and the Diaspora:
ECON 0031 The Economics of War and Famine
ECON 0465 Special Topics in Environmental Economics
GEOG 0210 Geography of Development
GEOG 0410 Women in Development
HIST 0105 The Atlantic World: 1492-1900
HIST 0371 African American History
MUSC 1066 The History of the American Negro Spiritual
MUSC 0105 Introduction to World Music
MUSC 0280 Music, Gender, and Performance
PSCI 0103 Introduction to Comparative Politics
PSCI 0230 Comparative Development Strategies
RELI 0150 The Islamic Tradition
RELI/WAGS 0259 Women in Islam

(3) One advanced, relevant 0400-level course (including those listed above in group 1) or an independent 0500-level project.

Other courses offered during the fall and spring semesters, or during the winter term, or at affiliated institutions including the University of Vermont and universities in Africa and France, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

Possibilities for study exist at the University of Legon, Ghana; the University of Nairobi, Kenya; the University of Cape Town, South Africa; and other universities on the African continent. Courses may also be taken in Paris at Institut d'Etudes Politiques de Paris, Faculté Libre d'Économie et de Droit, Institut d'Etudes Économiques et Sociales, and/or Middlebury in Paris Reid Hall.

AMERICAN CIVILIZATION

Professors: Stephen Donadio, John McWilliams, Brett Millier (chair); Associate Professors: William Nash, Michael Newbury, Timothy Spears; *Assistant Professors:* Holly Allen (program director), Karl Lindholm, Jason Mittell; *Assistant Professor:* Deborah Evans

Students majoring in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, institutions, the arts, and general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see II) and, second, through the American civilization seminars and the senior essay or honors thesis (see III).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Ms. Allen is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following professors: Ms. Morse, Mr. Ralph, Ms. Morsman, Mr. Hart (history); Mr. Davis (religion), Mr. Grindon, Mr. Perry (theatre, dance, and film/video), Mr. Klyza (environmental studies); Mr. Sasson, Mr. Fee (sociology). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fourteen courses in the three categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR:

I. Courses Required of all Students (seven courses)

1. HIST 0203 United States History: 1492-1861
2. AMCV/AMLT 0201 American Literature: 1620-1830
3. AMLT 0202 American Literature: 1830-1865
4. PSCI 0102 The American Political Regime, or PSCI 0104 Introduction to American Political Processes
5. AMCV 0210 Formation of Modern American Culture I: 1865-1919
6. AMCV 0211 Formation of Modern American Culture II: 1920-2000
7. Any American civilization elective numbered 0200 or above

Students who receive advanced placement credit in American history will nevertheless be required to take HIST 0203.

II. Major Field (four courses)
In addition to the seven required courses, students will choose four courses from a single department (e.g., history of art, history, religion, political science, American literature) that pertain directly to American civilization. American civilization majors must fill out a form specifying the four courses in the major field. Ms. Allen must approve this form no later than the fall semester of the junior year. Students may also petition for approval of a self-designed major field. A self-designed major field, (example, American Media) constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Advanced Studies (three or four courses)

1. AMCV 0400 Junior Seminar in American Civilization (Fall)
2. AMCV 0700 Senior Essay (Fall) or AMCV 0710 Senior Honors Thesis (Fall/Winter or Fall/ Spring)
3. AMCV 0704 Senior Seminar in American Civilization (Fall)

In considering topics for senior essays and senior theses, American civilization majors may choose to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture and are encouraged to write on a topic related to their chosen major field.

Note: To qualify to write an honors thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization: Students may minor in American civilization by taking the following courses: AMCV 0210, AMCV 0211, AMLT 0202, an American civilization elective numbered 0200 or above, AMCV 0400.

Study Abroad for American Civilization Majors:

"From the vantage point of Europe [the American student] discovers his own country."
(James Baldwin, "A Question of Identity," Notes of a Native Son, 1949)

Baldwin is right—and the world abroad for American students today has expanded well beyond Baldwin's Europe. Study abroad can stimulate original thinking about what it means to be an American. The faculty members of the Department of American Literature and Civilization recognize the benefits of cross-cultural learning and encourage majors to take advantage of study abroad opportunities. Often students returning from study abroad undertake senior work (theses, senior essays) which responds to their cultural learning while abroad. We encourage students to take courses in their study abroad program which focus on the host culture and thereby allow the best opportunity for cultural comparison.

Majors in the American Civilization Program have a required seminar in the fall of the junior year (AMCV 0400) which precludes study abroad in that semester. Students should plan their study abroad programs carefully to ensure they are taking required courses in the major in an appropriate sequence. The American Civilization Program enjoys being host to exchange students from the American Studies programs at the Universities of East Anglia and Nottingham in Great Britain.

COLLEGE WRITING PROGRAM

When offered, AMCV 0103 satisfies the College writing requirement.

AMCV 0103 Issues in American Civilization: 20th Century African American Migrations (CW) (Fall)

This course will consider the phenomenon of migration in 20th century African American life from a number of perspectives. In the course of our study we will draw on texts from fields such as literature (novels by Jean Toomer, Richard Wright, Ralph Ellison, Toni Morrison), art (Jacob Lawrence's Migration series), music (Robert Johnson, Muddy Waters, Bessie Smith), sociology (Cayton and Drake, Black Metropolis), and history (Grossman, Land of Hope). In every case, our main objectives will be to understand both the actual impact of the migrant experience on the African American community and African American artists' creative responses to it. 3 hrs. lect/disc. **SOC LIT USA NOR** (W. Nash)

AMCV/FMMC 0134 American Film Genres (Fall)

See Program in Film and Media Culture for description. **ART USA NOR** (L. Grindon)

AMCV/RELI/HIST 0170 Religion in America: From Protestantism to Pluralism (Spring)

See Department of Religion for description. **PHL HIS USA** (R. Gould)

AMCV/AMLT 0201 American Literature and Culture: 1620-1830 (Fall)

See Department of American Literature for description. **LIT USA NOR** (M. Newbury)

AMCV/HARC 0207 American Painting: 1750-1900 (Not offered in 2003-04)

A survey of American painting focusing upon the major painters and themes of the eighteenth and nineteenth centuries. The course will examine the development of history, landscape, and genre painting within its larger social and historical context. In addition to surveying the major developments, we will also focus upon specific masterpieces of American painting. Among some of the artists to be considered are John Singleton Copley, John Trumbull, Thomas Cole, William Sidney Mount, Winslow Homer, and Thomas Eakins. 3 hrs. lect./disc. **ART HIS USA NOR**

AMCV 0210 Formation of Modern American Culture I: 1865-1919 (Fall)
An introduction to the cultural history of the U.S. from the end of the Civil War through WWI. In addition to the history of ideas, we will place particular emphasis on the changing shape of popular, mass, and elite cultural forms. We will explore a widely-accepted scholarly notion that a new, distinctively national and modern culture emerged during this period and that particular ideas of social formation (race, class, gender, sexuality, etc.) came with it. We will practice the interdisciplinary interpretation of American culture by exploring the insights obtainable from a wide range of subjects and media: economic change, social class, biography and autobiography, politics, photo-journalism, novels, architecture, painting, and photography. Required of all American civilization majors. (Not open to students who have taken AMCV 0200.) 2 1/2 hrs. lect./1 hr. disc. **HIS USA NOR** (J. McWilliams)

AMCV 0211 Formation of Modern American Culture II: 1920-2000 (Spring)
A continuation of the themes addressed in AMCV 0210, tracing the development of a distinctive national and international American culture between 1920 and 2000. The class will highlight the rise of modern mass culture, focusing on the emergence of new cultural forms and media, the increasingly public role played by women and racial minorities, the changing nature of the built environment, and the importance of American popular culture on the world stage. Less a survey of cultural history than an interdisciplinary examination of key issues and conflicts, the course will be organized around a variety of written, visual, and aural texts. Required of all American civilization majors. (Not open to students who have taken AMCV 0200.) 2 hrs. lect./ 1 hr. disc. **HIS USA NOR** (H. Allen)

AMCV 0220 Topics in American Civilization: Telling a True War Story: Vietnam (Spring)
This course studies the experience of young Americans during the Vietnam War from 1964 to 1975. Against a background of political and military history, we will examine the personal drama and meaning of the war as expressed in literature, film, and individual experience, including the impact of the war on Middlebury College students. 3 hrs. lect./disc. **HIS USA NOR** (K. Lindholm)

AMCV/FMMC 0236 Television & American Culture (Fall)
See Program in Film and Media Culture for description. **SOC USA NOR** (J. Mittell)

AMCV/FMMC 0238 Film Noir (Not offered in 2003-04)
See Program in Film and Media Culture for description. **ART USA NOR**

AMCV/FMMC 0242 Film Comedy (Spring)
See Program in Film and Media Culture for description. **USA NOR** (L. Grindon)

AMCV/HARC 0244 Knickerbocker New York (Fall)
The course will begin with a survey of seventeenth-century Dutch art and history as reflected in the paintings of Rembrandt, Vermeer, Hals, Ruisdael, and de Hooch. Through the writings of Washington Irving (whose pen name was Dietrich Knickerbocker) and the paintings of John Quidor, we will then explore the Dutch life and culture of seventeenth-century New York as well as its eventual demise and destruction in the nineteenth century. In our examination of Knickerbocker New York, we will also focus upon the historical and legendary figures of Peter Stuyvesant, Anthony Van Corlear, Wolfert Webber, Ichabod Crane, and Rip Van Winkle. 3 hrs. lect./disc. **LIT ART USA NOR** (C. Wilson)

AMCV/HARC 0245 American Landscape: 1825-1865 (Spring)
This course will explore American landscape painting through an interdisciplinary approach, employing art, literature, religion, and history. In studying the landscape paintings of Thomas Cole, Asher B. Durand, and Frederic Church, we will also consider the commercial growth of New York City; the myths and legends of the Catskill Mountains; the writings of James Fenimore Cooper, Washington Irving, and Henry David Thoreau; the opening of the Erie Canal; and the design and construction of Central Park. 3 hrs. lect./disc. **ART HIS USA NOR** (C. Wilson)

AMCV/RELI/HIST 0271 The Puritans and Their Cultured Despisers (CW) (Spring)
See Department of Religion for description. **PHL HIS USA** (J. Davis)

AMCV/FMMC 0275 American Cultural Studies (Spring)
This course provides an introduction to the interdisciplinary field of cultural studies, exploring the intersection between everyday life, popular culture and broader political and historical contexts within the United States. We will consider key theoretical readings and approaches to studying culture, including

ideology and hegemony theory, political economy, audience studies, subcultural analysis, and cultural representations of gender, race, and sexuality. Using these theoretical tools, we will examine a range of popular media and sites of cultural expression, from television to fashion, technology to music, to understand American culture as a site of ongoing political and social struggle. 3 hrs. lect/disc./3 hrs. screening **SOC USA NOR** (J. Mittell)

AMCV/HIST 0290 The Promised Land: Immigrants, Ethnics and the Am. Experience (Not offered in 2003-04)
See Department of History for description. **HIS USA NOR CMP**

AMCV 0330 Studies in American Civilization: Gothic and Horror (Spring)
This course examines the forms and meanings of the Gothic and horror over the last 250 years in the West. How have effects of fright, terror, or awe been achieved over this span and why do audiences find such effects attractive? Our purpose will be to understand the generic structures of horror and their evolution in tandem with broader cultural changes. Course materials will inlcude fiction, film, readings in the theory of horror, architecture, visual arts, and electronic media. 3 hrs. lect./disc. **HIS USA NOR** (M. Newbury)

AMCV/FMMC 0343 American Media Industries (Not offered in 2003-04)
See Program in Film and Media Culture for description. **SOC USA NOR**

AMCV/RELI 0370 Seminar in American Religion: Religion and Social Change in Modern America (Fall)
See Department of Religion for description. **PHL HIS USA** (R. Gould)

AMCV/HIST 0373 History of American Women (Not offered in 2003-04)
See Department of History for description. **HIS USA NOR CMP**

AMCV 0377 African American Critical Thought (Not offered in 2003-04)
This course is devoted to answering one question: how have African American thinkers attempted to solve the problem of race in American life? Thus, it is an inquiry into the process of analysis that different leaders have used to reach conclusions that range from integration and assimilation to self-segregation and expatriation; from Black Nationalism and violent revolution to civil disobedience and non-violent direct action. We will become acquainted with each intellectual position by examining at length the life and writings of the men and women who have been the most eloquent exponents of each position. As such, the course will also be a study in the power of rhetoric as expressed through the written and spoken word to effect change. There will be extensive readings from Frederick Douglass, Sojourner Truth, Martin R. Delany, W.E.B. Du Bois, Martin Luther King, Jr., and Malcolm X. Scholarly criticism about these leaders will also be considered. (AMLT 0357, or HIST 0371, or HSTI 0372 recommended) 3 hrs. lect./disc. **HIS SOC USA**

AMCV 0400 Seminar in American Civilization: The Body in Nineteenth-Century American Culture (Junior Year) (Fall)
This course explores how the human body was viewed, exhibited, and objectified in nineteenth-century American culture. We will consider the body's function as a site for the construction of meanings based on gender, race, sexuality, nationality, and class. We will also consider the body's relationship to evolving discourses of pornography, disability and disease, technology, and corporal punishment. Course materials will span a range of disciplines, including art, literature, history and film. Throughout the semester, we will pay particular attention to the kind of interdisciplinary inquiry demanded by the American Civilization major. 3 hrs. lect./disc. (H. Allen)

AMCV/HARC 0408 American Art in Context: The Art and Life of Winslow Homer (CW) (Not offered in 2003-04)
Although generally regarded as a popular painter of American life, Winslow Homer often provides a penetrating and sometimes disturbing view of post-Civil War America. Among the topics to be considered: Homer's paintings of the Civil War; his illustrations of leisure and recreation; and his depictions of women and children in the Gilded Age. During the second half of the course, we will turn our attention to Homer's landscape paintings of the Adirondacks, the Caribbean and the Maine coast, as well as his seascapes of the Gulf Stream and the North Atlantic. 3 hrs. lect./disc. **ART HIS USA NOR**

AMCV 0500 Independent Study (Fall, Winter, Spring)
(Select project adviser prior to registration.)

AMCV 0700 Senior Essay (Fall)
For students who have completed AMCV 0400 and are not pursuing an honors thesis. Under the guidance of one or more faculty members, each student will complete research leading toward a one-term, one-credit interdisciplinary senior essay on some aspect of American culture. The essay is to be submitted no later than the last Thursday of the fall semester. (Select project adviser prior to registration.)

AMCV 0704 Seminar in American Civilization (Senior Year) (Fall)
A reading of influential books about the development of American Civilization. The books will be studied, not only for their content, but for their methodology as it may be applicable to the writing of senior essays and theses. (Open to senior American civilization majors only.) (T. Spears)

AMCV 0710 Honors Thesis (Fall/Winter or Fall/Spring)
For students who have completed AMCV 0400, are eligible for honors and choose to write a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. The thesis may be completed on a Fall/Winter schedule or a Fall/Spring schedule. (Select a thesis adviser prior to registration.)

AMERICAN LITERATURE

Professors: Stephen Donadio, John McWilliams, Brett Millier (chair); *Associate Professors:* William Nash, Michael Newbury, Timothy Spears; *Assistant Professors:* Holly Allen, Karl Lindholm, Jason Mittell; *Assistant Professor:* Deborah Evans.

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including LITP 0101, AMLT/AMCV 0201, AMLT 0202, and AMLT 0203; AMLT 0450; three other one-semester literature courses in the department; and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (ENGL 0204 and ENGL 0250 are especially recommended). Students who wish to pursue a creative writing specialization may take any three courses in the creative writing sequences offered by the Department of English and an AMLT 0500 independent creative writing project.

The senior program for American literature majors consists of a fall term seminar (AMLT 0704) and a winter term review seminar (AMLT 0715) culminating in a general examination. The general examination is based upon a list of readings required of all majors. This list is available on the department Web page, or from the department coordinator, Renee Brown.

Honors Program: Departmental honors are awarded only to students who write a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AMLT 0700 (Honors Thesis) in the fall and spring semesters; theses are due in April.

American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the Department of American Literature and Civilization. For theses in creative writing, at least one of the three examiners will be from within the Department of American Literature and Civilization. Students awarded an A on their senior theses will be eligible for highest honors, an A- for high honors, and a B+ for honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and the overall grade point average in courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following five courses: AMLT/AMCV 0201, AMLT 0202, AMLT 0203, AMLT 0450 and one AMLT elective.

Study Abroad for American Literature Majors:

"From the vantage point of Europe [the American student] discovers his own country."
(James Baldwin, "A Question of Identity," Notes of a Native Son, 1949)

Baldwin is right—and the world abroad for American students today has expanded well beyond Baldwin's Europe. Study abroad can stimulate original thinking about what it means to be an American. The faculty members of the Department of American Literature and Civilization recognize the benefits of cross-cultural learning and encourage majors to take advantage of study abroad opportunities. Often students returning from study abroad undertake senior work (theses, senior essays) which responds to their cultural learning while abroad. We encourage students to take courses in their study abroad program which focus on the host culture and thereby allow the best opportunity for cultural comparison.

COLLEGE WRITING PROGRAM
AMLT 0103 and AMLT 0104 (when offered) and LITP 0101 (see listing in the Literature Program) satisfy the College writing requirement.

AMLT 0103 Reading American Literature (Not offered in 2003-04)
This writing-intensive course will cultivate skills in

the close reading of short stories and poems. We will concentrate on a variety of authors and think about matters such as narrative voice, the use of figurative settings, and the regional origin of particular kinds of writing. 3 hrs. lect./disc. **LIT USA NOR**

AMLT/ENGL 0117 The Modern Short Story (Not offered in 2003-04)
See Department of English listings for description. **LIT USA NOR**

AMLT/AMCV 0201 American Literature and Culture: 1620-1830 (Fall)
A study of literary and other cultural forms in early America, including gravestones, architecture, furniture, and visual art. We will consider how writing and these other forms gave life to ideas about religion, diversity, civic obligation, and individual rights that dominated not only colonial life but that continue to influence notions of "Americanness" into the present day. Required of all majors and minors in American literature and majors in American civilization. 3 hrs. lect./disc. **LIT USA NOR** (M. Newbury)

AMLT 0202 American Literature: 1830-1865 (Fall)
A study of six major authors of the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Required of all majors and minors in American Literature and American Civilization. 2 hrs. lect./1 hr. disc. **LIT USA NOR** (W. Nash)

AMLT 0203 American Literature: 1865-1940 (Spring)
A study of the major authors of the period, including Twain, James, Adams, Wharton, Stein, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Required of all majors and minors in American Literature. 2 hrs. lect./1 hr. disc. **LIT USA NOR** (B. Millier)

AMLT 0204 American Literature Since 1940 (Not Offered in 2003-04)
A study of American poetry, fiction, and non-fiction since the Second World War, including authors such as Bellow, Heller, Ellison, Kerouac, Ginsberg, Nabokov, O'Connor, Berryman, Wolfe, Didion, and DeLillo, among others. 3 hrs.lect./disc. **LIT USA**

AMLT/THEA 0216 Contemporary American Playwrights (Not offered in 2003-04)
See Department of Theatre and Dance for description. **LIT ART USA NOR**

AMLT 0240 Autobiography (Not offered in 2003-04)
Topic to be determined by instructor. 3 hrs. lect/disc. **LIT USA**

AMLT 0250 Comparative Studies: Americans in Paris: fiction and non-fiction (Fall)
This course is a survey of American writing in or about France, from Henry James' *The American* (1877) to Diane Johnson's *Le Divorce* (2000). We will pay particular attention to such issues as cultural identity and misunderstanding, expatriation, fiction vs. non-fiction, narrative strategies and point of view. We will also use films to expand our understanding of the topic. Writers include Wharton, Fitzgerald, Hemingway, Baldwin, Gopnik. No knowledge of French is required. 3 hrs. lect./disc. **LIT USA NOR** (E. Knox)

AMLT/WAGS 0260 American Women Writers (Spring)
This course examines the development of American women's fiction in the nineteenth and early twentieth centuries. Readings will include works by authors such as Lydia Maria Child, Catharine Sedgwick, Harriet Beecher Stowe, Fanny Fern, Louisa May Alcott, Frances E.W. Harper, Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman, Edith Wharton, Gertrude Stein, and Willa Cather. We will consider the writers' contributions to American culture and examine their texts in relation both to important literary movements (sentimental and domestic fiction, realism, regionalism, modernism, etc.) and to their historical contexts. 3 hrs. lect./disc. **LIT USA NOR** (D. Evans)

AMLT/ENGL 0262 American Drama (1930-1960) (IV) DR (Not Offered in 2003-04)
See Department of English for description. **LIT ART USA NOR**

AMLT 0301 The American Novel I (Not offered in 2003-04)
The development of the American novel in the nineteenth century, including novels by Cooper, Hawthorne, Stowe, Melville, Howells, James, Twain, Wharton, and Chopin. 3 hrs.lect./disc. **LIT USA NOR**

AMLT 0302 The American Novel II (Spring)
The development of the 'Modernist' American novel in the early twentieth century, emphasizing Hemingway, Fitzgerald, Cather, Faulkner and West. 2 hrs. lect./1 hr. disc. **LIT USA NOR** (J. McWilliams)

AMLT 0308 Topics in Recent American Poetry (Not Offered in 2003-04)
We will examine the phenomenon of the "important" book of contemporary poetry, books that in some way changed how poetry was written and practiced in their time. In looking at the "event" of each publication, we will study not only the book's individual poems, but also the way those poems are arranged into a volume of verse, the moment in literary history in which the book appeared, and how

the book was received. Texts will likely include Plath, *Ariel*; Lowell, *Life Studies;* Berryman, *77 Dream Songs;* Rich, *The Dream of a Common Language*; Bishop, *Geography III*, Snyder, *Turtle Island*; and Hejinian, *My Life*. 3 hrs. lect./disc. **LIT USA NOR**

AMLT/ENGL 0309 Contemporary Literature (III) FI (Spring)
See Department of English for description. **LIT** (R. Cohen)

AMLT/ENGL 0312 Modern Poetry (IV) (Fall)
See Department of English for description. **LIT** (J. Parini)

AMLT/ENGL 0315 Visions of Nature (Spring)
We will explore the relationship between representations of nature in literature and the visual arts (painting and photography) from the Romantic era to the late twentieth century. We will be concerned with three general topics, all leading to comparisons between writings and visual images that seek to convey the reality and the spirit of a particular place or region, often American: 1) Romanticism and the pastoral (Wordsworth, Emerson, Cooper, Cole); 2) The Sublime on land and sea (Muir and Bierstadt; Melville, Carson and Turner); 3) The Indian and the Southwest (Cather, Momaday, Silko, Curtis, O'Keeffe). Open to all students. Especially appropriate for AMCV, AMLT, ENGL and ENVS majors. 3 hrs. lect./disc. **LIT USA NOR** (J. McWilliams)

AMLT 0340 Regionalism: (Not Offered in 2003-04)
Topic to be determined by instructor. 3 hrs. lect./disc. **LIT USA NOR**

AMLT/ENGL 0353 The Poetry of Robert Frost (Fall)
See Department of English for description. (R. Hill)

AMLT 0355 African American Narrative (Not offered in 2003-04)
This course will consider twentieth century African American literary aesthetics. Using a combination of critical essays and novels, we will read writers' and critics' definitions of the evolving black literary tradition and will analyze novels as illustrative examples. We will discuss developments in African American literature, such as the Harlem Renaissance, social realism, universalism, the Black Arts Movement, the New Breed, and the New Black Aesthetic. Authors may include Langston Hughes, George Schuyler, Claude McKay, Jessie Fauset, Richard Wright, Willard Motley, Ann Petry, Ralph Ellison, Addison Gayle, John A. Williams, Ishmael Reed, Toni Cade Bambara, Toni Morrison, and Charles Johnson. 3 hrs. lect./disc. **LIT USA NOR**

AMLT 0356 The 19th Century African American Literary Tradition (Spring)
Currently, the literary form most commonly associated with 19th century African Americans is the slave narrative. While that is an essential 19th century African American genre, it appears in a literary context that includes poetry, fiction, essays, and autobiographies. This course examines examples ranging across these genres, keeping in mind both the social questions facing African Americans in the 19th century and authors' aesthetic responses to them. Texts include slave narratives (Frederick Douglass, Harriet Jacobs), novels (William Wells Brown, Frances E. W. Harper), autobiographies (Booker T. Washington), poetry (George Moses Horton), and essays (David Walker, W. E. B. Du Bois). 3 hrs. lect./disc. **LIT USA CMP** (W. Nash)

AMLT 0357 Images of Blackness and Whiteness in American Literature (Spring)
This course explores how twentieth-century American authors construct images of blackness and whiteness. Through a close examination of primary texts and a careful consideration of critical and theoretical works, we will consider how these culturally coded images both shape and are shaped by American attitudes about racial identity. Critical readings may include selections by Toni Morrison and bell hooks. Primary texts may include works by W. E. B. Du Bois, Gertrude Stein, James Weldon Johnson, Nella Larsen, William Faulkner, Richard Wright, Sinclair Lewis, Ralph Ellison, Saul Bellow, Toni Morrison, and Charles Johnson. 3 hrs. lect./disc. **LIT USA CMP** (W. Nash)

AMLT/RUSS 0359 The Art of Vladimir Nabokov (in English) (Spring)
See Department of Russian listings for description. 3 hrs. lect. **LIT USA NOR** (S. Davydov)

AMLT 0450 Seminar in Major Authors (Fall and Spring)
Intensive study of one or two authors. Readings will include secondary sources. Required of all American literature majors and minors. A lengthy term paper will be assigned. Fall authors: Hawthorne and Melville: (D. Evans). Spring authors: Cather and Wharton (M. Newbury). (Open to junior and senior American literature majors and minors only.) 3 hrs. lect./disc.

AMLT 0500 Special Research (Fall, Winter, Spring)
Individual research on a topic not covered in regular offerings. (Select project adviser prior to registration.)

AMLT 0700 Honors Thesis (Fall, Spring)
Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AMLT 0700 during both

semesters of their senior year. The thesis is due in April. (Select project adviser prior to registration.)

AMLT 0704 Senior Seminar (Fall)
Group discussion of selected works of American literature drawn from the required reading list for majors. Both oral presentations and written work will be required. (Open to senior American literature majors only). 3 hrs. lect./disc. (B. Millier)

Note: During winter term of their senior year, all American literature majors will take AMLT 0715, a review seminar culminating in a general examination to be held at the end of January. In winter term 2004, the seminar will be taught by M. Newbury.

ARABIC

Assistant Professor: Christopher Stone

ARBC 0101 Beginning Arabic (Fall)
The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. This course stresses written and oral communication, using both formal Arabic and some Egyptian dialect. Emphasis is also placed on reading authentic texts from Arabic media sources, listening to and watching audio and video materials, and developing students' understanding of Arab culture. 6 hrs lect/disc. **LNG** (C. Stone)

ARBC 0102 Beginning Arabic (Winter)
An intensive continuation of ARBC 0101. In addition to the goals stated for that course, there will be extra emphasis on cultural skills during the winter term. 8 hours. Prerequisite: ARBC 0101 or equivalent. **LNG** (C. Stone)

ARBC 0103 Beginning Arabic (Spring)
A continuation of ARBC 0102. 6 hours. Prerequisite: ARBC 0102 or equivalent. **LNG** (C. Stone)

ARBC 0201 The Arab Novel in Translation (Spring)
This course explores the relationship between the development of the Arab novel and the challenges faced by the Arab World in the twentieth century. The Arab Novel affords us an opportunity to explore how writers in the region have grappled with issues such as urbanization, war, imperialism, nationalism, gender, and the politics of translation. Readings will include novels by writers such as Sonallah Ibrahim (Egypt), Ghassan Kanafani (Palestine), Hanan al-Shaykh (Lebanon), al-Tayyib Salih (The Sudan), Assia Djebar (Algeria) and others. In addition to novels, we will read a variety of secondary texts and watch at least one feature film from the region. All readings in English. **LIT AAL** (C. Stone)

ART

Professors: Jim Butler, John Huddleston (on leave academic year 2003-04), Eric Nelson (program director); *Assistant Professor:* Hedya Klein; *C.A. Johnson Artist-in-Residence:* To be appointed.

The Program in Studio Art is dedicated to teaching liberal arts students to express themselves in the plastic arts through visual media. Our program's mission is geared to both the Middlebury student who wishes only to sample an experience in studio art, as well as to the student who wishes studio art to be the central focus of his or her studies at Middlebury.

Our teaching faculty is comprised of distinguished artists who are dedicated to the idea that creativity and personal expression are of vital importance in the lives of all people. We teach drawing, painting, printmaking, photography, sculpture, and video. Augmenting our core curriculum are semester courses offered by visiting artists-in-residence. Our curriculum teaches students not only the technical methods for making images in the media we teach, but more important, to use these skills to engage issues of personal and cultural meaning. Our faculty are often asked if one needs "talent" in order to study studio art at Middlebury. The answer is an emphatic "no." Over two thirds of students studying studio art in our program are non-majors and come from all areas of the College. Furthermore, students who elect to major in studio art are as likely to become writers, architects, or teachers, as well as artists. Our classes are structured to provide close, individualized instruction within large and generous studio facilities. Experimentation and a spirit of invention are encouraged within the context of intense study and work.

Required for the Major: ART 0159 and ART 0160 (Studio Art I and II); two art history courses; plus eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (ART 0720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that there will be expenses for materials beyond those supplied by the Program in Studio Art. For estimates, consult the instructors of the courses you are considering.

Joint Major Requirements: Minimum requirements ART 0159, ART 0160; 1 history of art course; 4 upper level (0300 and above) studio art courses or approved equivalents. Senior work to be determined with advisers.

***Minors in Studio Art*:** ART 0159, ART 0160, four courses at the 0300 level or higher.

Honors: Categories of honors are based upon cumulative departmental averages as follows: honors, 3.1 or higher; high honors, 3.5 or higher; highest honors, 3.7 or higher.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the studio art program.

ART 0159 Studio ART I: Drawing (Fall)
A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students with the formal and technical aspects of drawing and with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all ART majors and minors. Junior and senior non-majors will be assigned unfilled spaces only after ART majors have been accommodated. Each section is limited to 20 students. Note that the following winter term courses will count as substitutes for ART 0159: ART 0165 Collage/Assemblage, ART 0170 Beginning Oil Painting, and ART 0175 Basic Drawing. 6 hrs. lect. **ART** (J. Butler, E. Nelson, staff)

ART 0160 Studio ART II: Sculpture, Painting, Video (Spring)
This course is split into two six-week segments. In the first half we will study three-dimensional concepts using clay, soap, wire, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint. Mr. Huddleston's section of this course will feature a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all ART majors and minors. (ART 0159 is suggested preparation for this class but is not required.) Note that many winter term courses in studio art will count as a substitute for ART 0160. 6 hrs. lect. **ART** (E. Nelson, staff)

ART 0309 Painting (Fall)
Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students. (ART 0159 and ART 0160 or WT equivalent) 6 hrs. lect. **ART** (J. Butler)

ART 0310 Painting (Spring)
Oil painting with an emphasis on process, abstraction, and issues of materials and scale. Students will work from life and invention. (ART 0159 and ART 0160) 6 hrs. lect. **ART** (staff)

ART 0315 Printmaking (Fall)
Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery, augmented by extensive slide lectures, providing the student with a thorough background in recent developments in the intaglio medium. Limited to 15 students. (ART 0159 and ART 0160) 6 hrs. lect. **ART** (staff)

ART 0316 Printmaking (Spring)
Studio instruction in the intaglio medium, incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. (ART 0159, ART 0160) 6 hrs. lect. **ART** (staff)

ART 0319 Form and Structure in Sculpture (Fall)
In this course we will investigate the techniques and principles of sculpture in relation to form and structure. Instruction will include modeling, mold making and casting of the human head from life. We will also explore construction in wood, metal and mixed materials in both figurative and non-figurative forms of expression. Limited to 15 students (ART 0159 and ART 0160 or equivalents) 6 hrs. lect. This course and ART 0320 can be taken in any order. **ART** (E. Nelson)

ART 0320 Volume, Scale and Concept in Sculpture (Spring)
In this course we will investigate the techniques and principles of sculpture in relation to size, scale, volume and concept. Instruction will include the techniques of wood and metal fabrication, armature building for clay and plaster objects and mixed-media fabrication using both man-made and natural materials. We will also examine how concepts are embodied and communicated in three-dimensional art work. Limited to 15 students (ART 0159 and ART 0160 or equivalents) 6 hrs. lect. This course and ART 0319 can be taken in any order (E. Nelson)

ART 0327 Black and White Photography (Not offered 2003-04)
An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Students must have a 35 mm camera with manual controls of focus, aperture and shutter.. Limited to 15 students. (ART 0159 and ART 0160 or two semesters of video production, Sight and Sound I and II). 6 hrs. lect. **ART**

ART 0328 Color Photography (Not offered 2003-04)
An introduction to color photography with an emphasis on the construction of images using personal and social ideas. Some study of the history of photography. Basic techniques of color negative, slide exposure, and the making of color prints. Students must have a 35mm camera with manual controls of

focus, aperture and shutter. Limited to 15 students. (ART 0159 and ART 0160 or two semesters of video production, Sight and Sound I and II). 6 hrs. lect.

ART 0332 Special Topics in Studio Art (Spring)
6 hrs. lect. (ART0159 and ART0160 or WT equivalents) (staff)

ART 0520 Advanced Studies in Studio (CW 5) (Fall, Spring)
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art faculty and the other senior studio independents. (Admission by portfolio review the week prior to registration, and recommendation of resident faculty member is required.) 3 hrs. lect. (staff)

ART 0720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)
Three terms of supervised independent work. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art faculty and other senior studio independents. (Admission by portfolio review the week prior to registration and recommendation of resident faculty member is required.) 3 hrs. lect. (staff)

GUIDELINES FOR INDEPENDENT WORK IN STUDIO ART

Under no circumstances will a student be allowed to register for ART 0520 or ART 0720 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. Independent work can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the artistic medium is sufficient to justify independent study. For independent work each student must submit a written proposal for consideration and approval by the entire studio art faculty, and, most important, students must submit a portfolio of previous studio artwork for review by the studio faculty. Students must indicate their previous experience in the study of studio art, the precise nature of the project, and the work that will result from their semester's endeavor. All students enrolled in ART 0520 or ART 0720 must keep Wednesday evenings free for bimonthly critical sessions with the studio art faculty and peers. These sessions are required, and no exceptions or exemptions can be made.

BIOLOGY

Professors: Tom Root, Sallie Sheldon (chair), Stephen C. Trombulak, Christopher Watters (on leave academic year); *Associate Professors:* Grace Spatafora, Helen Young; *Assistant Professors:* Andrea Lloyd, David Parfitt (on leave academic year), Jeremy Ward; *Visiting Assistant Professors:* Joshua Kavaler, Robert J. O'Hara; *Assistants in Science Instruction:* Vickie Backus, Susan DeSimone, Matthew Landis; *Research Scholar:* Dana Helmreich; *Visiting Scholar:* Christopher L. Fastie.

The mission of the Department of Biology at Middlebury College is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We strive to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of biology, to relate that knowledge to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate his or her understanding to others both within and outside the field of biology. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. We offer a variety of upper-level courses in each area, and we are well equipped to offer laboratory and field courses throughout the curriculum.

Our courses emphasize both written and oral communication, and all upper-level courses require independent study. Seniors frequently do independent research with the faculty, sometimes producing professional publications. The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies.

The biology department offers a major and a minor in biology, participates in offering a major in the neuroscience and molecular biology/biochemistry programs, and participates in a formal joint major with environmental studies.

Requirements for the Biology Major:

The biology major has three parts: core courses, biology electives, and science cognates.

Core Courses: Each student must take each of these courses.

1. BIOL 0190 Ecology
2. BIOL 0195 Genetics and Evolution
3. BIOL 0250 Organelles and Cells (Note: This course has CHEM 0103 as a prerequisite.)
4. Two courses from among BIOL 0201 Invertebrate Biology, BIOL 0202 Vertebrate Life, BIOL 0203 Biology of Plants, and BIOL 0310 Microbiology.
5. One course in experimental design and analysis from among BIOL 0211 (offered each winter term), MATH 0116 or PSYC 0201 for students entering in fall of '00 or later.

Electives: Each student must take six additional courses from the biology department, at the 0200 level or higher.

Cognates: Each student must take four courses in related science disciplines. One of the four cognate courses is automatically CHEM 0103 because this is a prerequisite for BIOL 0250. For students entering in fall of '00 or later, a second of these cognates must be a course in experimental design and analysis from among BIOL 0211 (offered each winter term), MATH 0116 or PSYC 0201. The remaining cognates can include chemistry (excluding CHEM 0170), computer science, geography (only GEOG 0254 and GEOG 0320), geology (excluding GEOL 0104), physics (excluding PHYS 0101 and PHYS 0155), mathematics, and psychology (only PSYC 0201, PSYC 0207, and PSYC 0301).

Guidelines and Restrictions Relevant to the Selection of Courses for the Major:

* It is expected that the core courses will be completed by the end of the sophomore year. Students with a 4 or 5 in the biology AP may take the BIOL 0195 placement exam and if successful will be granted a credit in biology and be permitted to take courses at the next level.

* Except for transfer students, BIOL 0190, BIOL 0195, and BIOL 0250 must be taken at Middlebury College.

* Departmental and cognate courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements.

* At least four of the electives in the department must be chosen from those offered at the 0200, 0300, and 0400 levels during the fall or spring semester.

* The remaining two electives may include BIOL 0500 Independent Study, or one winter term course designated for major credit.

* A maximum of three courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). This includes courses taken at the Marine Biological Laboratory at Woods Hole.

* Except for transfer students, off-campus biology courses must be beyond the introductory level.

* When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.

Requirements for a Minor in Biology: BIOL 0190, BIOL 0195, and BIOL 0250, and two elective courses from 0200-, 0300-, and 0400-level courses in the department, one of which must be an organismal course (BIOL 0201, 0202, 0203, or 0310), AND one of which must be at the 0300 or 0400 level.

Guidelines and Restrictions for the Minor:

* Except for transfer students, BIOL 0190, BIOL 0195, and BIOL 0250 must be taken at Middlebury College.

* The two electives need to be related thematically.

* When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.

* Transfer credit for a course will be given only after the department chair reviews the course material upon a student's return to campus. (See guidelines for transfer credit.)

Requirements for the Molecular Biology and Biochemistry Major: See the listing of the Program in Molecular Biology and Biochemistry for a description of this major.

Requirements for the Neuroscience Major: See the listing of the Program in Neuroscience for a description of this major.

Requirements for the Joint Major with Environmental Studies: BIOL 0190, BIOL 0195, BIOL 0250, ENVS 0112, PSCI 0211, ENGL/AMLT 0215, GEOG 0320, ENVS 0401; four courses from among the conservation biology focus of the ENVS major (see the listing under the Program in Environmental Studies); one additional course in the biology of organisms from among BIOL 0201, BIOL 0202, BIOL 0203, and BIOL 0310; two non-science cognates from among the list of ENVS cognates (see the listing under the Program in Environmental Studies); and three cognates from among the list of biology cognates. Senior work integrating the two programs is necessary.

Self-designed joint major programs with other departments are possible for students wishing to study aspects of two related disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

Requirements for the Joint Major in Biology and Psychology (available only to students entering before 9/01): See the listing of the Psychology Department for a description of this major.

Graduate or Professional Training: Students planning careers that require graduate or professional training (including medical, veterinary, and dental schools) should be aware that these schools often require familiarity with the subject matter in CHEM 0103, CHEM 0104, CHEM 0241, CHEM 0242, MATH 0121, MATH 0122, PHYS 0109, and PHYS 0110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see Premedical Program).

Departmental Honors Program: Students with an average of 3.0 or better in departmental courses other than BIOL 0500 may apply for admission to the department's honors program after one semester of independent study. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member by winter term of their junior year. All other prospective thesis students should consult with prospective advisers concerning possible honors projects by spring term of their junior year. Honors projects must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. High honors are given to students who meet the general College requirements and who complete an outstanding independent project. A necessary, but not sufficient, condition for the awarding of high honors is a grade on the thesis of at least B+.

Advanced Placement Credit: Middlebury College grants one college credit for a score of 5 on the Biology Advanced Placement Exam. However, because the biology department does not offer any introductory course that is the equivalent of an AP biology course, advanced placement credit does not exempt a student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement. However, students with a 4 or 5 in the biology AP may take the BIOL 0195 placement exam and if successful will be granted a credit in biology and be permitted to take courses at the next level.

Off-Campus Study: Students interested in taking biology courses off campus are strongly encouraged to discuss their plans with their adviser early in their college careers. Students should especially see the "Guidelines and Restrictions" section of the requirements for the biology major for restrictions on obtaining transfer credit. Students seeking approval for biology courses taken off campus should be prepared, upon their return, to document course content with syllabi and class notes.

Master of Science Degree: The department admits a limited number of graduate students as candidates for the degree of Master of Science. Degree requirements are listed separately under graduate programs.

BIOL 0190 Ecology (Fall, Spring)
How do wood frogs freeze solid and survive? Why do some plants in Vermont create their own heat early in the spring? What determines where species live, and whether their populations expand or decrease over time? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will look at how individuals affect members of their own species, and explore the diversity of interactions among species and their role in the organization of communities. We will examine how ecological communities affect and are affected by the physical environment. Why are prairies found in some places and forests in others? Why are natural disasters not always disastrous for ecological communities? Not open to junior or senior biology majors. 3 hrs. lect./3 hrs. lab. **SCI DED** (fall: A. Lloyd; spring: S. Sheldon)

BIOL 0195 Genetics and Evolution (Fall, Spring)
This course will introduce cell division, patterns of inheritance, molecular and chromosomal bases of variation and inheritance, and genetic control of enzymes. It will continue by focusing on the principles of population genetics and mechanisms of evolution, including natural and sexual selection, altruism and kin selection, genetic drift, and speciation. It will conclude with a brief introduction to phylogenetic analysis and coevolution. Laboratory sessions will include experimental work and observation plus discussions of problems and assigned reading. 3 hrs. lect./3 hrs. lab. **SCI DED** (fall: R. O'Hara, J. Ward; spring: H. Young)

BIOL 0201 Invertebrate Biology (Fall)
The study of invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. A wide variety of protozoans cnidarians, echinoderms, mollusks, crustaceans, arachnids and insects are examined. Animals are studied primarily in the field for the first half of the course and the lab in the second. Emphasis is upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to freshwater, marine, and terrestrial habitats. Oral, written, and independent projects are required. (BIOL 0190 or BIOL 0195) 3 hrs. lect./3 hrs. lab. **SCI** (T. Root)

BIOL 0202 Vertebrate Life (Not offered 2003-04)
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BIOL 0190 or BIOL 0195) **SCI**

BIOL 0203 Biology of Plants CW (Fall)
An introduction to plants, their life cycles, and their relationships to each other, as well as to the animals that pollinate them and eat them. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). The laboratory will emphasize plant identification (students will make a plant collection), various aspects of plant ecology and physiology, plant morphology, and plant use by humans. Field trips will be the norm early in the semester. (BIOL 0190 or BIOL 0195) 3 hrs. lect./3 hrs. lab. **SCI** (H. Young)

BIOL 0210 Conservation Genetics (CW) (Not offered 2003-04)
This course will examine how the genetic diversity of a species can be maintained once that species

becomes endangered. Topics include: applied population genetics and mathematical models of genetic diversity, interaction of an organism's life-history and its genetics, modeling of the effect of stochastic environmental effects on low diversity populations, problems of reproduction in small populations, modeling of the effects of inbreeding and genetic drift, immunological problems in low diversity populations, and the implications of biogeographic theory for genetic diversity. Critical analysis of primary literature will be emphasized. Quantitative modeling of complex processes will also be used to explore the topics. (BIOL 0195) **SCI**

BIOL 0211 Experimental Design and Data Analysis (Winter)
Experimental design is one of the most important parts of doing science, but it is difficult to do well. How do you randomize mice? How many replicate petri plates should be inoculated? If I am measuring temperature in a forest, where do I put the thermometer? In the course students will design experiments across the sub-areas of biology. We will run student-designed experiments, then learn ways to analyze the data and communicate the results. Students planning to do independent research are encouraged to take this course. **DED** (A. Lloyd)

BIOL 0216 Animal Behavior (Spring)
The behavior of animals primarily from an ethological perspective, with respect to genetics, physiology, evolution, and other biological factors. The course follows the history and methods of studying individual and social behaviors like feeding, courtship, mating, parental care, defense, predation, and migration. We examine live animals in the field and lab to illustrate such processes as instinct, learning, and communication. Discussion topics include behaviorism, intelligence, and sociobiology, analytical methods from tracking banded birds to computerized video analysis, are utilized, and students design their own research projects. Oral, written, and independent projects are required. (BIOL 0190 or BIOL 0195) 2 .5 hrs. lect./1 hr. video screen./3 hrs. lab. **SCI** (T. Root)

BIOL 0225 Human Genetics (Spring)
This course incorporates both classical and molecular approaches to study of the structure of the human genome, chromosomes, and genes; gene function; effects of changes in chromosomes and genes; and analysis of the genetic structure of pedigrees and populations. Through lecture, discussion, and problems, we will explore topics including, but not limited to classical genetic concepts as they apply to human genetics; the genetic basis of cancer; cloning and gene therapy; the Human Genome Project; genetic diseases and screening; and human evolutionary genetics. (BIOL 0195 or waiver) 3 hrs. lect./1 hr. disc. **SCI DED** (J. Ward)

BIOL 0250 Organelles and Cells: An Introduction to Concepts and Methodology (Fall, Spring)
The biology of eukaryotic cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts and their limitations. Topics include the membrane basis of compartmentation and transport, the organization of the eukaryotic genome and gene regulation, the synthesis and targeting of membrane proteins, the cytoskeleton and cell motility, cell signaling, and bioenergetics, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation, interpretation of data, and the composition of scientific prose; students will revise the first of two laboratory reports. (BIOL 0195 and either CHEM 0103, CHEM 0104, or CHEM 0107, or equivalent preparation) 3 hrs. lect./1 hr. disc./1 hr. pre-lab./ 4 hrs. lab. (fall: J. Kavaler; spring: G. Spatafora)

BIOL 0270 Early Experience and Brain Development (Winter) (Not offered 2003-04)
In recent years, there has been much publicity that the first two or three years of life are critical to brain and behavioral development. However, the scientific evidence suggests that we currently understand very little about brain development and even less about the role of experience in sculpting neural circuitry. In this course, students will spend two weeks in Middlebury intensively studying the primary scientific literature on how the experiences of early life are incorporated into the structures of the developing brain, and how those changes in brain structures, in turn, influence behavior. The course will culminate with a service-learning component set in Romania. At this service site, students will nurture needy and abandoned children and witness how children raised in orphanages are at a dramatically increased risk for a number of physiological and behavioral abnormalities.

BIOL 0302 Vertebrate Natural History (Fall)
This course deals with the natural history of vertebrates in the context of the forests, fields, wetlands, and rivers of western Vermont. We will explore in depth the taxonomy of the local vertebrate fauna; techniques for capturing and handling live animals, particularly birds, mammals, and fish; and address experimentally specific questions about the distribution and abundance of vertebrates in a range of natural plant communities. Topics considered will include conservation biology, population and community ecology, and behavior. Field work will involve several early morning, evening, and weekend trips. (BIOL 0190) 6+ hrs. lab/field. (S. Trombulak)

BIOL 0304 Aquatic Ecology CW (Fall)
This field course will introduce students to the freshwater aquatic ecosystems of the northeastern U.S.,

including lakes, streams, rivers, and wetlands. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment. (BIOL 0190) 3 hrs. lect./3 hrs. lab. (S. Sheldon)

BIOL 0305 Developmental Biology (Spring)
How do organisms develop? How is gene activity regulated such that stable and complexly different tissues and organs arise from an apparently simple, single-celled egg? How are these changes regulated by changes in gene activity? An introduction primarily to animal development and such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Lectures and discussion will focus on the genetic and cellular mechanisms underlying these processes and such non-embryological phenomena as regeneration and carcinogenesis. (BIOL 0250 or CHEM 0322 and by waiver) 3 hrs. lect. and disc. (J. Kavaler)

BIOL 0310 Microbiology (Fall)
The microbiological principles emphasized in this class will provide students with a foundation for advanced study in many areas of contemporary biology. The course will integrate basic and applied aspects of microbiology into a study of the prokaryotic microorganisms. General principles of bacterial cell structure, function, and the role of microorganisms in industry, agriculture, biotechnology, and disease will be discussed. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the natural environment. (BIOL 0250) 3 hrs. lect./3 hrs. lab./1 hr. prelab. (G. Spatafora)

BIOL 0314 Molecular Genetics (Spring)
This course will focus on the structure and function of nucleic acids in both prokaryotes and eukaryotes. Lectures will center on molecular mechanisms of mutation, transposition, and recombination, the regulation of gene expression, and gene control in development, immune diversity and carcinogenesis. Readings from the primary literature will complement the textbook and classroom discussions. The laboratory will provide training in both classic and contemporary molecular-genetic techniques including nucleic acid isolation and purification, cloning, electroporation, nick-translation, Southern/Northern blotting, DNA sequencing, PCR and RT-PCR. (BIOL 0250) 3 hrs. lect./3 hrs. lab./1 hr. prelab. (J. Ward)

BIOL 0323 Plant Ecology (Spring)
This course will explore the role of plants in terrestrial ecosystems. We will spend half of the semester on plant physiological ecology, considering how environmental factors like light, nutrients, and water affect physiological processes. We will then turn our attention to plant communities, investigating their diversity and structure, their response to environmental disturbances, and the processes by which they change over time. Labs will emphasize fieldwork at local research sites representing a range of local plant community types. Labs will provide exposure to basic techniques of experimental design in plant ecology, measurement of plant physiological processes, and approaches to describing plant community structure and dynamics. Students will be required to design and complete an independent field or greenhouse-based research project during the semester. (BIOL 0190). 3 hrs. lect./3 hrs. lab. (A. Lloyd)

BIOL 0330 Mechanisms of Microbial Pathogenesis (Not offered 2003-04)
Many microorganisms have the potential to cause disease. An understanding of the mechanisms that promote bacterial pathogenesis is therefore essential for the development of effective disease prevention and/or treatment strategies. This course will explore the mechanisms by which microbial pathogens adhere to, invade, and persist in the human host. While an emphasis will be placed on microbial mechanisms of disease, the host response to the infectious process will also be discussed. (BIOL 0250).

BIOL 0335 Human Microanatomy (Not offered 2003-04)
This course will examine the microscopic anatomy of human tissues, organs and organ systems with an emphasis on the histological composition and embryonic origin of tissues. Students will learn to identify and interpret photomicrographs of human tissue samples and correlate architecture with function and/or pathology. The theory and practice of preparing stained whole mount and sectioned slides for subsequent histological examination will also be discussed, as will the preparation of biological samples for electron microscopy. (BIOL 0250)

BIOL 0340 Immunology (Spring)
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune

system function and malfunction in medicine. (BIOL 0250), 3 hrs. lect./1 hr disc./ 3 hrs. lab (J. Kavaler)

BIOL 0350 Endocrinology (Not offered 2003-04)
In all animals, hormones are essential to coordinate basic biological functions such as reproduction, mobilization of fuels, setting metabolic rate, and reaction to physiologic and psychologic stress. This course will cover the diverse mechanisms that hormones use to influence physiological function and behavior. Lectures will take a comparative approach to study the molecular basis of endocrine regulation, the relationship of the hypothalamus with the pituitary gland, and the function of the primary endocrine axes such as reproduction, adrenal, thyroid, growth, and metabolism. Laboratory sessions will focus on the various approaches to endocrine research, including visualization of hormone receptors by immunocytochemistry, assessment of biological function through bioassays, and direct measurement of hormone concentration through radioimmunoassays. (BIOL 0250 or by waiver).

BIOL 0360 Practical Cell Biology (CW) (Not offered 2003-04)
The application of advanced techniques to the study of cells and their organelles, with emphasis on creating and testing hypotheses. We will examine amoeboid locomotion and the growth, differentiation and apoptosis of immortalized cultures of mammalian tissue cells, and we will isolate and characterize cellular fractions using "marker" enzymes and proteins. We will also fuse an eukaryotic gene with the gene for Green Fluorescent Protein (GFP) and follow and record the targeting of the newly synthesized GFP-tagged protein using fluorescence microscopy and optical imaging. Discussions and papers will emphasize the design of experiments, the critical interpretation of data, and the development of expository writing skills. Students will also be introduced to differential interference microscopy, cell culture, differential and density-gradient centrifugation, liquid scintillation spectrometry, detergent gel electrophoresis, ELISA and "Western" blots, micro chromatographic methods, and the safe usage of radioisotopes. Students' mastery of this material will be assessed in part through their preparation of a grant proposal to investigate a current problem in cell biology. A field trip to a confocal fluorescence imaging facility is planned. (BIOL 0250 and CHEM 0241, or CHEM 0322, or by waiver)

BIOL 0370 Animal Physiology (CW) (Spring)
This course examines the body functions of humans and animals using general physiological principles and through comparative and environmental approaches. Lectures stress how animals adapt to habitats, and respond to environmental extremes (e.g., high altitude, deep sea, desert, and polar conditions). Computer simulations illustrate such unusual problems as artificial organs, extreme exertion, stress, and disease. Laboratories, reports and oral presentations emphasize experimental design, analysis and independent study using techniques like respirometry, osmometry, electrophysiology, exercise physiology, and nutritional analysis to examine practical problems. (BIOL 0250) 3 hrs. lect., 3 hrs. lab. (T. Root)

BIOL 0390 Advanced Ecology (Fall) (Not offered 2003-04)
This course builds on the ideas presented in BIOL 0190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure, and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (BIOL 0190) 3 hrs lect.

BIOL 0395 Advanced Evolution (Not offered 2003-04)
This course will examine in depth many special topics in evolutionary biology: genetic variation in natural populations, field and laboratory investigations of natural selection, special problems of small populations, evolution at the molecular level, sexual selection, evolution of senescence, and population genetics. Current theories will be explored through readings of primary literature and the textbook. Each student will conduct an independent research project on a topic of their choosing. (BIOL 0195)

BIOL 0430 Microbes and Malignancy (Not offered 2003-04)
A considerable proportion of medical research has been devoted to understanding cancer and its causes. However, only recently have we come to recognize a role for chronic infections in the etiology of certain cancers, including gastric cancer, cervical cancer, and liver cancer. This course will provide an overview of cancer and investigate the relationship between infection and malignancy at the molecular level. We will apply epidemiologic, clinical and molecular approaches to the study of cancer pathogenesis and prevention. (BIOL 0310 or BIOL 0314).

BIOL 0440 Membranes in Health and Disease (Not offered 2003-04)
A critical examination of the roles of cellular membranes in healthy and diseased cells, specifically in the areas of transport, recognition and signaling, and synthesis and recycling. These phenomena will be studied in the context of current research on the importance of ion channels in regulating cellular function, on the infection and replication of animal viruses and other pathogens, and on the sorting and targeting of newly synthesized cellular components using cloned Green Fluorescent Protein (GFP) as a tag. Students will prepare brief oral presentations of primary liter-

ature and write a critical review of a journal article. This course is taught every other year. (BIOL 0250 and CHEM 0241, or CHEM 0322 and permission).

BIOL 0470 Neural Disorders: Individuals, Families, and Society (Not offered 2003-04)
Neuroscience is one of the newest and most rapidly progressing areas of science, and results of basic scientific and clinical studies have effects on how we view both the brain and ourselves. This course uses a lecture/seminar format to examine the fundamentals of the human nervous system, and problems that arise when the nervous system goes awry. Readings and discussions will include popular writings as well as primary literature to focus on disorders such as Alzheimer's disease, depression, and the effects of stress on the brain. Students present at each meeting from the current literature. In addition, a service-learning approach is used where students conduct 2 hours/week of work in the community to document the impact of these diseases upon the individual, their families, and society. (BIOL 0250 or by waiver)

BIOL 0490 Seminar in Plant Ecology (Not offered 2003-04)
The variation in plant communities that is easily observed in central Vermont reflects, in part, differences in the physical environment. Landscape history, including both natural and human-caused changes in land use and land cover, however, has also left an imprint on plant community composition and structure. We will explore patterns of vegetation change during the late Holocene (the last few thousand years), focusing particularly on how plant communities have been affected on both a local and global scale by recent human activity. The course will be based on reading and discussion of papers from the primary literature, and will also include an intensive field/lab component in which we will conduct a semester-long research project investigating the twentieth-century dynamics of forest ecosystems in central Vermont. (BIOL 0190)

BIOL 0491 Tropical Ecology Seminar (Not offered in 2003-04)
Tropical ecosystems, such as rain forests and coral reefs, are intriguing because of their extraordinarily high biodiversity. These systems may also be especially vulnerable to human activities. Through selections from classic and recent primary scientific literature we will explore important differences between tropical and temperate systems, including aspects of the evolution, morphology, life histories, defense mechanisms, and physiology of individual organisms; population dynamics; long-term community dynamics, recovery from disturbance, and diversity-enhancing processes; and ecosystem characteristics. (pre-requisite: at least one 0300 level ecology/organism course). **SCI**

BIOL 0492 Conservation Biology Seminar (Not offered 2003-04)
This course will focus on advanced topics in applied ecology and population genetics as they relate to the protection and restoration of biological integrity in the natural world. Emphasis will be placed on in-depth exploration of current issues, such as the design of nature reserves, genetic and demographic factors associated with population decline, metapopulation analysis, corridors, and large-scale ecological processes. This course will involve extensive reading from the primary literature, discussion, and individual research projects, and will build upon the introductory information presented in the courses. (BIOL 0190 and BIOL 0195)

BIOL 0493 Community Ecology (Not offered in 2003-04)
This course examines the central theories in community ecology. We will discuss the factors that influence diversity of natural communities, such as competition, predation, disturbance, and exotic species. There will be weekly discussion of readings assigned from the current primary literature. Discussion topics will be dictated by the current literature, but may include diversity and community stability, redundancy in ecosystems, community invasibility, disturbance. Each student will be expected to present a summary of a current research topic in community ecology and lead a class discussion on the topic. (BIOL 0190).

BIOL 0496 Seminar in Evolution: Darwin and his critics (Not offered 2003-04)
When the "Origin of Species" appeared in 1859 it generated a storm of controversy within the scientific community as well as in society at large. In this course we will examine criticisms of Darwin's work made by his scientific contemporaries, including Louis Agassiz, St. George Jackson Mivart, and Richard Owen. We will contrast these criticisms with the support offered to Darwin by Thomas Huxley, J.D. Hooker, and others. We will distinguish carefully between criticism of the theory of descent and criticism of natural selection, Darwin's proposed mechanism of evolutionary change. Readings will be taken from the Origin itself and from the contemporary reviews and commentaries on the Origin collected together in David Hull's book *Darwin and His Critics*. This is not a course on the modern creation/evolution debates. The course is open to advanced undergraduates and graduates; students will be assumed to have a basic understanding of biology and evolution. (BIOL 0195)

BIOL 0500 Independent Study (Fall, Winter, Spring)
Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology

majors, joint majors, and molecular biology and biochemistry majors. (Prior to registering for BIOL 0500, a student must have discussed and agreed upon a project topic with a member of the biology department faculty.) 3 hrs. disc. (staff)

BIOL 0900 Research and Thesis (Fall, Winter, Spring)
Required for all M.S. degree candidates. (Approval required from the department chair.) 3 hrs. disc. (staff)

SEMESTER PROGRAM AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

The Marine Biological Laboratory is a research and teaching facility in Woods Hole, Massachusetts, on Cape Cod. The 15-week fall semester program in ecosystem science offers students an opportunity to take four upper-level courses that emphasize laboratory and field investigations on diverse aspects of aquatic and terrestrial ecosystems. Students live in dormitories that are part of the Marine Biological Laboratory campus and interact extensively with the faculty of the MBL. All students will take two core courses, one each in aquatic and terrestrial ecology (WDHL 0301 and WDHL 0302), and conduct an independent research project (WDHL 0303). Students will also take one elective chosen from among WDHL 0310, WDHL 0311, WDHL 0312, WDHL 0313, WDHL 0314, WDHL 0315, and WDHL 0316. Approximately three of those seven electives will be offered each year. A complete description of courses and yearly offerings can be found at http://www.mbl.edu/SES/. Applications may be obtained from the biology department chair or from Professor Lloyd.

WDHL 0301 Analysis of Aquatic Ecosystems (Fall)
The nature and controls of ecosystem processes (production, decomposition, element cycling, and biogeochemistry) will be described and contrasted in freshwater, estuarine, and marine ecosystems. Application of basic principles of ecosystems ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation, effects of introduced species, acid deposition, and global change. Offered in conjunction with WDHL 0302 (Analysis of Terrestrial Ecosystems), the course will compare the behavior of aquatic ecosystems with terrestrial ecosystems, and will stress a watershed approach describing links between land and water ecosystems. Intensive hands-on field and laboratory work introducing current methods in aquatic ecosystems analysis at ponds and embayments on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WDHL 0302 Analysis of Terrestrial Ecosystems (Fall)
An introduction to fundamental biogeochemical processes in fields, pastures, tundra, and forested ecosystems. Physiological ecology of land plants and soil organisms in an ecosystems context. Impacts of environmental change on the landscape at local, regional, and global scales (e.g., how elevated atmospheric CO2 derived from fossil fuel combustion might affect plant productivity and carbon storage in terrestrial ecosystems). Offered in conjunction with WDHL 0301 (Analysis of Aquatic Ecosystems), the course will also stress linkages between land and water, focusing on ways in which changes in land use alter carbon and nutrient (e.g., phosphorus or nitrogen) dynamics, storage, and export to adjoining aquatic ecosystems. Intensive hands-on field and laboratory work introducing current methods in terrestrial ecosystems analysis at forested sites on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WDHL 0303 Ecosystem Research (Fall)
A key feature of the Marine Biological Laboratory program is an independent research project. Using the methods learned during organized laboratory and field exercises in the first 10 weeks of the semester, students will formulate original questions focused on a local site on Cape Cod, and develop a research protocol designed to answer those questions. Planning for the projects will begin about five weeks into the term and all formal course work will end after 10 weeks, allowing students to pursue their projects full time for the last five weeks of the semester. Projects will be collaborative efforts involving teams of two to four students, and each team will work under the supervision of a faculty member at the Ecosystems Center. Students will be expected to report the results of their findings in three ways: (1) a technical report written in the format of a scientific paper; (2) a lay summary written in a journalistic format; and (3) orally in a symposium held at the end of the semester. Required supervisory meetings twice weekly; other meetings as needed or requested. (staff)

WDHL 0310 Mathematical Modeling of Ecological Systems (Fall)
This course will be an introduction to dynamic simulation modeling of ecological processes, including the role of models in science, the relationship of models to scientific theories, and methods for testing the performance of models against the real world. We will survey important models in ecology to illustrate their many uses and to understand their value in attempting to predict long-term ecological responses to global change. A major focus of the course is the application of the simple concept of mass balance to simulate population, community, and biogeochemical processes. Students will develop their own computer models of the growth of individual organisms and populations, interactions among competing species, a predator-prey interaction, and an ecosystem element cycle. 3 hrs. lect./disc. (MATH 0121 plus some experience with a computer programming language) (E. Rastetter)

WDHL 0311 Aquatic Chemistry (Fall)

The theoretical basis for predicting the chemical composition of natural waters and soil solutions at equilibrium covered in this course will equip students to understand element cycling in ecosystems. Five major topics will be explored: (1) acid-base chemistry, (2) dissolution/precipitation, (3) complexation, (4) oxidation and reduction, and (5) adsorption. We will emphasize problem solving, using approximation and graphical methods, as well as the computer program MINEQL+, to calculate the chemical composition and speciation of solutions at thermodynamic equilibrium. The application of equilibrium models to current environmental issues, such as increasing carbon dioxide in the atmosphere, acid rain, and eutrophication will be stressed. 3 hrs. lect./1 hr. lab. (CHEM 0103 and CHEM 0104) (A. Giblin)

WDHL 0312 Microbial Methods in Ecosystem Ecology (Fall)

This course will explore the scientific rationale behind a number of methods suitable for determining the role of microbes in ecosystems. Students will carry out procedures in a series of hands-on laboratories teaching the methods necessary to measure: (1) biomass and activity of fungal hyphae by direct counts, ergosterol, and fluorescene diacetate; (2) bacterial biomass in natural waters and soils; (3) availability of dissolved organic matter in natural waters; (4) mineralization of radioisotopically labeled organic compounds; (5) microbial exoenzymes in soils and water; (6) turnover of organic compounds in estuaries; (7) bacterial production; abundance and activity of flagellates and ciliates that graze bacteria; and (8) use of molecular probes for identifying species of microbes. 3 hrs. lect./lab. (J. Hobbie)

WDHL 0313 The Ecology and Management of Wetlands (Fall)

Wetlands are uniquely important components of the global landscape. They are valuable as areas for fish and wildlife protection and for their contributions to water quality, conservation, and management. This course will introduce students to the variety of wetlands worldwide and describe the unique hydrological and biogeochemical attributes of wetlands. We will study in depth local wetland issues, including salt marsh restoration and management of invasive wetland plant species. This course will focus on the scientific and management aspects of wetlands as ecosystems in themselves and as components of the larger landscape. Through a combination of lectures, discussions, laboratories and weekend field trips, the class will gain a sufficient understanding of the value and functioning of wetlands to authoritatively discuss issues surrounding their importance and management. (No prerequisites) 3 hrs. lect./disc., 3 hrs. lab, plus two extended field trips (Dr. C. Hopkinson)

WDHL 0314 Human Dominated Ecosystems (Fall)

This course will introduce students to major concepts in ecosystem ecology and biogeochemistry as they apply to the study of human-modified landscapes. We will examine disturbance patterns, the physical/biogeochemical environment in patches and edges, plant and animal population dynamics in patches and edges, and modeling human dominated ecosystems. The course will emphasize how scientists define questions and design experiments in human-dominated landscapes. Students will learn to view these systems as ecological systems, and will develop their own ideas as scientists in these settings. The course will involve extensive discussion of scientific literature, and students will be required to develop a proposal describing a research project that investigates how human-induced landscape pattern affects some aspect of ecosystem structure and or function. (No prerequisites) 3 hrs. disc. (Dr. C. Neill)

WDHL 0315 Issues in Global Ecology (Fall)

By a variety of standards it is clear that we live on a human-dominated planet. Between one-third and one-half of the land surface has been transformed by human action; the carbon dioxide concentration in the atmosphere has increased by nearly 30 percent since the beginning of the Industrial Revolution; more atmospheric nitrogen is fixed by humanity than by all natural terrestrial sources combined; more than half of all accessible surface fresh water is put to use by humanity; and about one-quarter of bird species have been driven to extinction. In this course, we will study how humans have affected the Earth as an ecosystem. Topics will include: human impacts on the global cycles of carbon, nitrogen and sulfur, mobilization of heavy metals, alteration of the hydrologic cycle, and reduction in biodiversity. (No prerequisites) 3 hrs. disc. (Dr. J. M. Melillo)

WDHL 0316 The Role of Animals in Ecosystem Dynamics (Fall)

Animals can affect ecosystem function by influencing nutrient cycles and by altering the abundance or productivity of primary producers. Changes in the abundance of animals, through harvesting, toxic pollution, or habitat alteration, may therefore have far-reaching consequences for ecosystem function. Are there fundamental roles of animals or specific feedback mechanisms by which animals regulate ecosystem function that occur across a wide variety of ecosystems? What is the value of animal diversity to ecosystem function? In our exploration of these and other questions we will search for basic principals that might allow us to predict the role of a particular animal in an ecosystem. The course will involve extensive discussion of the primary scientific literature. Students will be expected to lead in-class discussions and write an independent research paper. (No prerequisites) 3 hrs. disc. (Dr. L. Deegan)

CHEMISTRY & BIOCHEMISTRY

Professors: Jeffrey Byers, Sunhee Choi, James Larrabee (on leave), Stephen Sontum; *Associate Professor:* Robert Cluss, Roger Sandwick; *Assistant Professors:* Richard Bunt; *Associates:* Tage Ernevad, Kathleen Jewett, Edward Navarre

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and predental programs.

Required for the major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CHEM 0103*, CHEM 0104 (or CHEM 0107), CHEM 0241, CHEM 0242, MATH 0121*, MATH 0122*, PHYS 0109*, PHYS 0110*. These courses are required for all chemistry and biochemistry majors.

*Students may receive credit for courses indicated by asterisk with satisfactory scores on the advanced placement examination for that subject. Students who have scored a 4 or 5 on the Advanced Placement Examination in chemistry are awarded a course credit for CHEM 0103. They may elect CHEM 0104 but are strongly encouraged to enroll in CHEM 0107. Students who do not have an AP score of 4 or 5, but have a strong background in chemistry are encouraged to take the departmental placement examination to determine if they are qualified to take CHEM 0104 or CHEM 0107. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CHEM 0104, but will not receive credit for CHEM 0103. The department's placement examination is administered at the beginning of each fall and spring term.

Chemistry Specialization Core Courses: CHEM 0311; CHEM 0312; CHEM 0351; CHEM 0352; CHEM 0431; and three electives chosen, with an adviser's approval, from the Department of Chemistry and Biochemistry.

Biochemistry Specialization Core Courses: CHEM 0311; CHEM 0313; CHEM 0322; CHEM 0353; CHEM 0425; and three electives from the departments of Chemistry and Biochemistry or Biology, chosen with an adviser's approval.

Required for the Minor in Chemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include one course from the following: CHEM 0311, CHEM 0351, or CHEM 0352, and one other approved course at the 0200 level or higher.

Required for the Minor in Biochemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include CHEM 0322 and one other approved course at the 0200 level or higher.

See also major in molecular biology and biochemistry.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CHEM 0104 by the end of their first year.

Chemistry

First Year:
Fall: CHEM 0103, MATH 0121
Spring: CHEM 0104, MATH 0122
Sophomore Year:
Fall: CHEM 0241, PHYS 0109
Spring: CHEM 0242, PHYS 0110
Junior Year:
Fall: CHEM 0311, CHEM 0351
Spring: CHEM 0312, CHEM 0352
Senior Year:
Fall: CHEM 0400 or elective, CHEM 0431
Spring: CHEM 0700 or elective, elective

Biochemistry

First Year:
Fall: CHEM 0103, MATH 0121
Spring: CHEM 0104, MATH 0122
Sophomore Year
Fall: CHEM 0241, PHYS 0109
Spring: CHEM 0242, PHYS 0110
Junior Year
Fall: CHEM 0311, CHEM 0322
Spring: CHEM 0313, CHEM 0353
Senior Year
Fall: CHEM 0400 or elective, CHEM 0425
Spring: CHEM 0700 or elective, elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CHEM 0400, CHEM 0500, and CHEM 0700, two units of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in biochemistry, and synthetic organic, inorganic, physical and biophysical, bioinorganic and environmental chemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the major who elect CHEM 0322, CHEM 0400, and CHEM 0700 can receive ACS certified degrees upon graduation. Biochemistry majors satisfying course requirements for the major who elect CHEM 0312, CHEM 0351, CHEM 0400 and CHEM 0700 can receive ACS certified degrees upon graduation.

For graduation honors in chemistry and biochemistry, the student must take at least one unit of CHEM 0700, write an honors thesis, give a public presentation of their research project, and defend their thesis before a committee of at least three faculty members. The degree of honors eligibility (Honors or High Honors) is determined by the student's grade point average in all departmental courses, excluding independent study courses (CHEM 0400, CHEM 0500, and CHEM 0700). To be eligible for Honors a student must have at least a 3.20 average; to be eligible for High Honors a student must have at least a 3.60 average. The actual degree of honors awarded is determined by the department and depends on the student's overall performance in the thesis program.

CHEM 0103 Fundamentals of Chemistry I (Fall, Spring)
Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CHEM 0104 or CHEM 0107 in place of this course. CHEM 0103 is also an appropriate course for a student with little or no prior preparation in chemistry who would like to learn about basic chemical principles while fulfilling the SCI or DED distribution requirement. 3 hrs. lect., 3 hrs. lab, 1 hr. disc. **DED SCI** (fall: R. Sandwick; spring: S. Sontum)

CHEM 0104 Fundamentals of Chemistry II (Fall, Spring)
Major topics include chemical kinetics, chemical equilibrium, acid-base equilibria, chemical thermodynamics, electrochemistry, descriptive inorganic chemistry, and coordination chemistry. Lab work includes inorganic synthesis, qualitative analysis, and quantitative analysis in kinetics, acid-base and redox chemistry. (CHEM 0103 or by waiver) 3 hrs. lect., 3 hrs. lab, 1 hr. disc. **DED SCI** (fall: J. Byers; spring: R. Sandwick)

CHEM 0107 Advanced General Chemistry (Fall)
This course is a one-semester alternative to CHEM 0103 and CHEM 0104 for students who have completed two years of high school chemistry. Topics will be drawn from the traditional general chemistry curriculum, but discussed in greater detail with a more thorough mathematical treatment. Special emphasis will be placed on chemical bonding, spectroscopy, coordination chemistry, and real-world research in chemistry. (AP chemistry or equivalent and MATH 0122 or equivalent as co-requisite) 3 hrs. lect., 3 hrs. lab, 1 hr. disc. (Approval required) **DED SCI** (S. Sontum)

CHEM 0130 Practical Human Biochemistry (Not offered 2003-04)
A topical survey of human biochemistry with an emphasis on practical aspects. Designed for the non-major. General topics to be discussed include metabolism and diet, biochemical processes in the healthy and diseased state, and the impact of biotechnology and the biochemical industry on the individual and society. Specific areas include, diet, hormonal regulation, the relationship between athletic training and biochemical physiology, gene therapy, molecular medicine, cancer, heart disease, diabetes, infectious disease, and drugs of use and abuse. 3 hrs. lect. One discussion section is offered for those who wish to fulfill the College writing requirement. **SCI**

CHEM 0170 Chemistry in the Environment (Not offered 2003-04)
An exploration of the chemistry of our environment, both natural and polluted. Designed for the nonscience major. Topics covered in this course include biogeochemical cycles, acid rain, ozone depletion, photochemical smog, sewage treatment, global warming, pesticides, and energy technology. Emphasis will be placed on both the current state of knowledge and the underlying chemical principles. These principles include chemical bonding, thermodynamics, acid/base chemistry, kinetics, and stoichiometry. 3 hr. lect. **SCI**

CHEM 0241 Organic Chemistry I (Fall)
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques such as NMR and IR. (CHEM 0104 or by waiver) 3 hrs. lect., 4 hrs. lab, 1 hr. disc. **SCI** (R. Bunt)

CHEM 0242 Organic Chemistry II (Spring)

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CHEM 0241) 3 hrs. lect., 4 hrs. lab, 1 hr. disc. (J. Byers)

CHEM/GEOL 0283 Environmental Geochemistry (Spring)

This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet visible spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CHEM 0104 or CHEM 0107 and any geology course or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (P. Ryan)

CHEM 0311 Instrumental Analysis Laboratory (Fall)

An introduction to analytical and experimental chemistry with an emphasis on practice and application of modern instrumental methods. Lecture topics will include quantitative analysis, statistics and error analysis, experimental design, and the theory and operation of chemical instrumentation. Laboratory projects will involve use of volumetric glassware, atomic spectrometry, UV/Vis spectrometry, differential scanning calorimetry, high pressure liquid chromatography and electrochemistry including potentiometry or voltammetry. (PHYS 0109, CHEM 0242) 3 hr. lect., 6 hrs. lab. (S. Sontum/J. Byers)

CHEM 0312 Inorganic and Physical Chemistry Laboratory (CW) (Spring)

Advanced inorganic and physical experimental chemistry. Laboratory exercises will include: (1) synthesis and characterization of an inorganic molecule which requires use of controlled atmosphere techniques, NMR, FTIR, UV/Vis and GC/MS; (2) rapid kinetics using the stopped-flow technique; (3) resonance energy determination using bomb calorimetry; (4) high resolution spectroscopic analysis of a gas phase molecule using FTIR or UV/Vis absorption spectroscopy; and (5) redox mechanism study using cyclic voltammetry. (CHEM 0311) 3 hr. lect., 6 hrs. lab. (R. Bunt/J. Byers)

CHEM 0313 Biochemistry Laboratory (CW) (Spring)

Experimental biochemistry emphasizing the isolation, purification and characterization of enzymes and the cloning of genes and expression of recombinant protein. Traditional biochemical techniques such as UV-VIS spectroscopy, gel filtration, ion exchange and affinity chromatography, electrophoresis, and immunoblotting will be used in the investigation of several enzymes. Specific experiments will emphasize enzyme purification, enzyme kinetics, and enzyme characterization by biochemical and immunochemical methods. An experiment utilizing intrinsic radiolabeling and radioimmunoprecipitation is used to ask specific questions about bacterial metabolism and protein synthesis. Major techniques in molecular biology will be introduced through an extended experiment that will include DNA purification, polymerase chain reaction, bacterial transformation, DNA sequencing, and the expression, purification, and characterization of the recombinant protein. Class discussions emphasize the underlying principles of the biochemical and molecular techniques employed in the course, and how these experimental tools are improved for particular applications. Laboratory reports stress experimental design, data presentation, and interpretation of results. (CHEM 0322 and CHEM 0311, or by waiver) 2 hr. lect., 6 hrs. lab. (R. Cluss/R. Sandwick)

CHEM 0322 Biochemistry of Macromolecules (Fall)

An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CHEM 0242) 3 hrs. lect., 1 hr. disc. (R. Cluss)

CHEM 0351 Microscopic Physical Chemistry (Fall)

A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CHEM 0241 corequisite, MATH 0122 and PHYS 0110, or by waiver) 3 hrs. lect., 1 hr. disc. (S. Choi)

CHEM 0352 Macroscopic Physical Chemistry (Spring)
A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium, and electrochemistry. Non ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CHEM 0104, PHYS 0109, MATH 0122, or by approval) 3 hrs. lect., 1 hr. disc. (S. Choi)

CHEM 0353 Physical Biochemistry (Spring)
A basic course in physical biochemistry intended for majors in the life science areas. The course presents an introductory development of thermodynamics and kinetics as applied to the structure and function of biochemical systems. Special emphasis is given to biological energetics, enzyme kinetics, and membrane transport, as well as physical methods of isolating and characterizing biological molecules, such as electrophoresis and sedimentation. (PHYS 0109, MATH 0122, CHEM 0242, or by waiver) 3 hrs lect., 1 hr. disc. (S. Sontum)

CHEM 0400 Seminar in Chemical Research (Fall)
This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CHEM 0500 or CHEM 0700. (CHEM 0352 or CHEM 0353) 2 hrs. lect., 12 hrs. lab. (Approval required) (B. Cluss)

CHEM 0425 Biochemistry of Metabolism (Fall)
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CHEM 0322) 3 hrs. lect., 1 hr. disc. (R. Sandwick)

CHEM 0430 Current Topics in Biochemistry (Spring)
This seminar is designed for those interested in an in-depth exploration and discussion of selected rapidly developing sub disciplines in biochemistry. Designed for students with a background in cellular biology and/or biochemistry. Topics to be discussed include gene-protein relationships in human cancer, the biochemical basis for learning and aging, molecular switches, and chemotherapeutic approaches to treating HIV infection. Additional topics will be selected by the class. Student-directed discussions will involve a critical review of the recent primary literature with an emphasis on experimental design, execution, and data presentation. (BIOL 0250 or CHEM 0322) 3 hrs. lect. (R. Cluss)

CHEM 0431 Advanced Inorganic Chemistry (Fall)
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CHEM 0351) 3 hrs. lect. (S. Choi)

CHEM 0441 Organic Mechanisms of Enzyme Catalysis (Spring)
Enzyme-catalyzed reactions will be examined by viewing enzymes simply as highly efficient organic chemists. A survey of the types of enzymatic transformations will focus on one or two examples of enzymes that catalyze each transformation. We will look at the detailed organic reaction mechanisms and study enzymology as a biological application of physical organic chemistry. The methods and key experiments used to establish the accepted mechanisms will be emphasized. The course will culminate with a final project involving the design of mechanism-based inhibitors as potential pharmaceutical agents. Examples from the current scientific literature will supplement textbook readings. (CHEM 0242 and CHEM 0352 or CHEM 0353) 3 hrs. lect. (R. Bunt)

CHEM 0442 Advanced Organic Chemistry (Spring) (Not offered 2003-04)
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics. (CHEM 0351 or by waiver)

CHEM 0452 Special Topics in Physical Chemistry (Not offered 2003-04)
Advanced special topics in physical chemistry dealing with magnetic spectroscopy. Topics will include the interpretation of spectra, the quantum mechanics and statistical mechanics of spin systems, and special topics chosen by the instructor and class. (CHEM 0351 or by waiver)

CHEM 0500 Independent Study Project (Fall, Winter, Spring)
Individual study for qualified students. (Approval required) (staff)

CHEM 0700 Senior Honors Thesis (Winter, Spring)
Senior honors candidates must register for CHEM 0700 for one semester while completing research projects initiated in CHEM 0400. The writing and oral presentation of a thesis is required for completion of CHEM 0700. (CHEM 0400 or by waiver) (staff)

See also course listings for environmental studies.

CHINESE

Professors: Charles A. Dana Professor, John Berninghausen, College Professor, Clara Yu; *Associate Professor:* Thomas Moran (chair); *Assistant Professors:* Carrie Reed, Weihe Xu; *Visiting Lecturers in Chinese:* Youhui Wang, Bin Su

The Department of Chinese offers first-year through fifth-year level language courses in standard Mandarin (putonghua or guoyu, the official language in both China and Taiwan), courses taught in English on Chinese literature and culture, a two-semester course in Classical Chinese (wenyan), and advanced courses taught in Chinese on contemporary Chinese social issues and Chinese literature. Our courses taught in English are open to all students and do not require any background in Chinese language (0300 level courses have other prerequisites). Our language curriculum offers students the opportunity to become highly proficient in spoken and written Chinese and so prepare to study, travel, live and work in a Chinese-language environment. Our Chinese literature courses offer students broad exposure to Chinese literary history and in-depth training in the close reading of selected works of literary, cultural, and/or social significance (our courses in Chinese ink painting and film pursue similar goals).

Most of our beginning language students have not previously studied Chinese, and our Beginning Chinese sequence (CHNS 0101,CHNS 0102, and CHNS 0103) is designed to meet the needs of students with no prior background. We also welcome and do our best to accommodate students who have previously studied Mandarin or who have grown up in a Chinese language home environment. All such students are urged to consult the Chinese Department before registration.

Students interested in studying Mandarin at Middlebury are encouraged to begin as early as possible. Beginning Chinese (CHNS 0101, CHNS 0102, CHNS 0103) is offered each year, starting in the fall term. Students who matriculate in February and who wish to study Chinese may enroll in CHNS 0101 the following fall (i.e., during their second semester on campus) and after completing CHNS 0103 may elect to take Intermediate Chinese (CHNS 0201-0202) in the summer in the Middlebury Chinese School.

Intensive Chinese language courses are available each summer at Middlebury's renowned Chinese School. Accelerated progress equivalent to a regular two-semester course taken during the academic year may be achieved by enrolling in this nine-week session. For all students studying Chinese, a summer of concentrated study at the second, third or fourth-year level in the Chinese School is strongly recommended, especially prior to study abroad in China.

Most Middlebury students learning Chinese choose to spend one semester (or less frequently, two semesters) of the junior year studying advanced Chinese in China. Students interested in study abroad in China or Taiwan should contact the Chinese Department faculty and begin planning for study abroad one calendar year before departure for China and one semester before application deadlines (both the Middlebury Office of Off-Campus Study application deadline and specific study in China program application deadlines). Complete guidelines for study abroad in China are available from the Chinese Department.

The Major in Chinese: The Chinese major is a major in Chinese literature that accommodates some study of Chinese culture more broadly defined (including, at present, film and ink painting) and includes an emphasis on the study of the Chinese language. (The Chinese major, whether a full or joint major, is not intended for native speakers/readers of Chinese.)

Full Major:

I. Required Courses:

a) CHNS 0101 through CHNS 0302 (or equivalent);

b) One Chinese literature/culture course taught in Chinese taken during study abroad (prior approval required);

c) CS 0411 (the equivalent may be taken in the summer at the Middlebury Chinese School or, with prior approval, during study abroad);

d) The three core literature courses: CHNS 0130, CHNS 0216, and CHNS 0220 (taken in any order);

e) Two additional literature/culture courses, at least one of which must be at the 0300 or 0400 level, from among CHNS/HARC 0206, CHNS/FMMC 0250, CHNS 0325, CHNS 0330, CHNS 0360/LITS 0360, CHNS 0412;

f) CHNS 0475.

II. Senior Work:

Full majors in Chinese are required to complete either CHNS 0700 (Senior Honors Thesis) or CHNS 0500 (Senior Essay or Translation Project). CHNS 0700 is a one semester plus J-term course that should normally be taken during the fall and J-term. CHNS 0500 is a one-semester course that may be taken during the fall or winter. The Chinese Department strongly discourages students from attempting senior work during the final semester of full-time study.

Joint majors in Chinese are encouraged but not required to do a senior thesis (CHNS 0700) or project (CHNS 0500). A joint thesis or project should, when feasible, combine the two fields of study of the joint major.

All senior work, whether CHNS 0700 or CHNS 0500, must include a major focus on work with primary sources in Chinese.

Senior Honors Thesis: To be eligible for the CHNS 0700 Senior Honors Thesis, students majoring in Chinese (full, double or joint) must have completed language study through at least CHNS 0302 (or equivalent), taken at least two Chinese literature/culture courses,and maintained an average of B+ or better in Chinese Department courses. Complete guidelines for the completion of the CHNS 0700 thesis (and the CHNS 0500 project) are available from the Chinese Department.

Departmental Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.35) or higher in all courses taken within the Chinese Department's major (including courses taken in the summer in the Chinese School) and completion of a senior honors thesis handed in on time and graded B+ or better. In rare cases the department may award honors for successful completion of an exceptionally impressive senior essay or translation project if the student has an average of B+ or higher in department courses. High honors will be granted for a grade point average of 3.5 or higher in all Chinese language and literature courses and a senior thesis of A- or better. Highest honors are reserved for students who earn a grade of A or better on the senior thesis and who have an average of 3.75 or higher in their departmental course work.

Joint Major:

I. Required Courses:

a) CHNS 0101 through CHNS 0302 (or equivalent);

b) Either CHNS 0130 or CHNS 0216;

c) One course from among CHNS 0220, CHNS/HARC 0206, CHNS/FMMC 0250;

d) Two additional courses from among CHNS 0130, CHNS 0216, CHNS 0220, CHNS 0325, CHNS 0330, CHNS 0360/LITS 0360 (with prior approval, a Chinese literature course taught in Chinese taken during study abroad may be substituted for one of these courses);

e) Either CHNS 0411 or CHNS 0425

f) Either CHNS 0412 or CHNS 0475 (the equivalent of either CHNS 0411 or CHNS 0412 taken in the summer at the Middlebury Chinese School or, with prior approval, during study abroad may be counted toward these requirements).

II. Senior Work: Joint majors in Chinese are encouraged but not required to do senior work. For details, see the senior work requirements for the full major above.

Minor:

I. Required Courses:

a) CHNS 0101 through CHNS 0302 (or equivalent);

b) Three courses, at least two of which must be courses in literature, from among CHNS 0130, CHNS/HARC 0206, CHNS 0216, CHNS 0220, CHNS/FMMC 0250, CHNS 325, CHNS 0330, CHNS 0475 (with prior approval, one literature course taught in Chinese taken during study abroad may be counted toward this requirement).

CHNS 0101 Beginning Chinese (Fall)
An introduction to Mandarin (*guoyuor putonghua*). The course begins with simple words and phrases, the pronunciation and cadences of Mandarin, romanization, Chinese characters, and simple vocabulary items, all taught in the context of practical communication. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both traditional characters (used in Taiwan and Hong Kong) and simplified characters (used in China). Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have achieved active command of more than 600 Chinese characters and more than 800 compounds by the end of the sequence CHNS 0101, CHNS 0102, CHNS 0103. 5 hrs. lect., 2 hrs. drill **LNG** (T. Moran, Y. Wang, staff)

CHNS 0102 Beginning Chinese (Winter)
A more intensive continuation of CHNS 0101. (CHNS 0101 or equivalent) 2.5 hrs. daily **LNG** (C. Reed, Y. Wang, staff)

CHNS 0103 Beginning Chinese (Spring)
A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. Toward the end of this semester students will read *Huar shang de mei ren (Lady in the Painting)*, a short book written entirely in Chinese. (CHNS 0102 or equivalent) 5 hrs. lect., 2 hrs. drill **LNG** (T. Moran, Y. Wang, staff)

CHNS 0130 The Chinese Literary Tradition (in translation) (Spring)
An introduction to the works of poetry, prose, and drama that formed the basis of traditional Chinese culture. We will focus primarily on texts written in classical Chinese up through the Song dynasty, including selections from the *Book of Odes, Songs of the South, Records of the Grand Historian*, Daoist literature, stories of the strange and marvelous, and Tang Dynasty poetry by Wang Wei, Li Bai and Du Fu. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese

culture or language needed.) 3 hrs. lect. **LIT OTH AAL** (C. Reed)

CHNS 0201 Intermediate Chinese (Fall)
This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both traditional and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CHNS 0101, CHNS 0102, and CHNS 0103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CHNS 0202, which follows CHNS 0201 directly, students should be able to read and write approximately 1,200 characters. (CHNS 0103 or equivalent) 5 hrs. lect., 1 hr. drill LNG (C. Reed, staff)

CHNS 0202 Intermediate Chinese (Spring)
A continuation of the first term's work, with the class conducted primarily in Chinese. (CHNS 0201) 5 hrs. lect., 1 hr. drill **LNG** (C. Reed, staff)

CHNS/HIST 0206 Chinese Painting: Tradition & Innovation (taught in English) (Spring)
The history, philosophy, techniques and appreciation of China's unique and enduring traditions of painting and calligraphy-water, ink and pigments applied to silk or rice paper with the writing brush. The first half of this course will provide an overview of major artists and developments: early painting through Northern Song and Southern Song masterpieces, the rise of wenrenhua (literati painting) and painting theory on through the Yuan and Ming dynasties to the individualist masters of the early Qing. The second half will explore developments in the last century and a half with considerable attention given to innovations and trends emerging among contemporary Chinese artists painting in China, Taiwan and elsewhere. 3 hrs. lect. **ART OTH AAL** (J. Berninghausen)

CHNS 0216 Traditional Chinese Vernacular Fiction in Translation (Fall)
This course focuses on the tradition of classical Chinese fiction written in the vernacular from the Song (960-1279) dynasty to the Qing dynasty (1644-1911). Students will have the opportunity to learn to appreciate the literary significance and aesthetic value of stories and novels long treasured by the Chinese, including *Three Kingdoms* (the epic deeds of heroes of the Chinese civil war of the 2nd and 3rd centuries), *Outlaws of the Marsh*, *Monkey*, *The Golden Lotus* (an erotic novel of manners from the 17th century), *A Tower for the Summer Heat*, *The Scholars*, and *The Story of the Stone* (widely recognized as a masterpiece of world literature). Our discussions will also aim to provide students with a better understanding of traditional Chinese society, culture, beliefs, worldviews, ways of life, customs, and sense of humor. (No prerequisites) 3 hrs. lect. **LIT OTH AAL** (W. Xu)

CHNS 0220 Modern Chinese Literature (CW) (in translation) (Not offered in 2003-04)
In 1902, reacting to a national crisis, influential reformer Liang Qichao wrote, "If one intends to renovate the people of a nation, one first renovate its fiction." This course is a discussion-based seminar on the stories and novels that inspired readers and sparked debate in the century following Liang's pronouncement. Our reading (in translation) will include work by authors such as Lu Xun ("The True Story of Ah Q"), Zhang Ailing ("The Golden Cangue"), Wang Wenxing (*Backed Against the Sea*), Ah Cheng ("The Chess King"), and Gao Xingjian (*Soul Mountain*). We will consider the mainstream (socially engaged realism), the avant-garde (varieties of modernism), and popular genres (romance and martial arts). Along the way, we will explore through literature what "modern" (*modeng; xiandai*) has meant and now means in China. (No prerequisites) **LIT OTH AAL**

CHNS/FMMC 0250 Chinese Cinema (taught in English) (Fall)
Chinese film has emerged as a medium of great social significance and undeniable artistic vitality. This course surveys the history of movies in China since the 1930s and offers an in-depth look at the work of China's fifth-generation directors of the 1980s and their successors, Taiwan's new wave, and Hong Kong popular cinema. Our focus is the screening and discussion of films such as *The Goddess* (a 1934 silent classic), *Touch of Zen* (the 1971 swordplay film that helped inspire *Crouching Tiger Hidden Dragon*), the controversial *Yellow Earth* (1984), *Chungking Express* (Wong Kar-wai, 1994), and *A One and a Two* (Edward Yang's 2000 critical success). The course is designed to help students understand the place of cinema in Chinese culture and develop the analytical tools necessary for the informed viewing and study of Chinese film. (No prerequisites; some familiarity with modern Chinese studies or film studies useful) 3 hrs. lect., one evening film screening per week. **ART OTH AAL** (T. Moran)

CHNS 0301 Advanced Chinese (Modern Chinese) (Fall)
This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of subjects and styles. Classes will be conducted entirely in Chinese except for occasional recourse to English by the instructor to provide a quick solution to problems of definition. The main text will be *Talks on Chinese Culture*, with supplementary readings selected to help students both continue to work toward competence in conversational Chinese and also

begin to master a more sophisticated register of language. (CHNS 0202 or equivalent) 5 hrs. lect. (W. Xu, Y. Wang)

CHNS 0302 Advanced Chinese (Modern Chinese) (Spring)
A continuation of CHNS 0301 with continued practice in conversational Chinese and a greater emphasis on reading works of a literary nature. (CHNS 0301 or equivalent) 4 hrs. lect. (B. Su)

CHNS 0325 Traditional Chinese Poetry (in translation) (Fall)
Introducing the basics of Chinese poetics, this junior/sophomore seminar explores inter-connections across a wide spectrum of Chinese poetry belonging to a vibrant tradition spanning more than two thousand years--folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads and lyric verse of love, war, friendship, loss, and separation. Landscape, travel, romantic and metaphysical poems by masters such as Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo and Li Qingzhao will be studied. We will analyze poetic expression ranging from poetic genres following strict formal conventions to relatively free-form verse. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, yet students will also be encouraged to apply other critical approaches. (Prerequisites: two Middlebury literature courses or one Middlebury literature course plus one course on China including any Chinese language course, especially CHNS 0130, or by approval of the instructor) 3 hrs. lect. **OTH AAL** (C. Reed)

CHNS 0330 Clouds and Rain: Love and Sexuality in Traditional Chinese Literature (in translation) (Winter)
This seminar explores the spectrum of traditional attitudes toward romantic love and sexuality in premodern China as seen through the prism of classical Chinese literature. Fiction and drama will be the focus of this course with some attention given to lyric poetry and autobiographical writing. Literary texts to be analyzed include "The Story of Yingying" from the ninth-century CE, the late sixteenth-century drama, *The Peony Pavilion*, the late seventeenth-century erotic novella, *The Carnal Prayer Mat*, along with selected chapters from the early seventeenth-century erotic novel, *Jin Ping Mei*, and the eighteenth-century masterwork, *The Story of the Stone* (also known as *Dream of the Red Chamber*), etc. Normally offered in alternate years. (Prerequisites: two Middlebury literature courses, or one Middlebury literature course plus one course on China, including any Chinese language course, with CHNS 0130 and CHNS 0216 recommended, or by approval of the instructor) 3 hrs. lect. **OTH AAL** (W. Xu)

CHNS/LITS 0360 Introduction to Literary Theory and Criticism (Not offered in 2003-04)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's Poetics to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, Marxist, feminist, postmodern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Coleridge, Lu Xun, Joyce, Natsume Soseki, Henry James, Hwang Chunming, Borges, Kafka, and others. Narrative prose fiction is the main focus. Discussion-based, senior-junior seminar. (Minimum of three college-level literature courses required; priority enrollment given to seniors and juniors majoring in CHNS and LITS; approval of the instructor)

CHNS 0400 Advanced Readings, Conversation, and Writing (Modern Chinese) (in Chinese) (Fall)
This course is designed to improve students' competency in highly pragmatic Chinese, spoken and written. Readings and discussion will cover a wide variety of contemporary materials with an emphasis on linguistic preparation for study in China. (CHNS 0302 or equivalent) 3 hrs. lect. (B. Su)

CHNS 0411 Classical Chinese I (in Chinese) (Fall)
An introduction to wenyan, the written language of traditional China. In this course we will emphasize the grammatical differences between wenyan and baihua (modern Chinese) as we work toward our main goal of comprehending the literal and metaphorical meanings of short wenyan texts. Our approach will include grammatical analysis and translation into baihua; discussion will be conducted entirely in baihua. This course begins the two-semester sequence of Classical Chinese, which not only introduces students to wenyan but also provides a vital learning experience for any student seeking to attain a high level of linguistic and cultural proficiency in Chinese, including modern written discourse. (CHNS 0302 or equivalent) 3 hrs. lect. (W. Xu)

CHNS 0412 Classical Chinese II (in Chinese) (Spring)
A continuation of CHNS 0411. In this course students will read a wide selection of wenyan texts that sample the classics of ancient Chinese thought, including Confucius' Analects, the Daoist texts Laozi and Zhuangzi, Mohist arguments against war, Sunzi's The Art of War, and Legalist writings on law. Students will also learn to punctuate wenyan texts (which were originally unpunctuated) and compose

sentences or short paragraphs in wenyan. All class discussion will be conducted in (modern) Chinese. (CHNS 0411) 3 hrs. lect. (W. Xu)

CHNS 0425 Contemporary Social Issues in China: Advanced Readings (in Chinese) (Fall)
A survey of materials written in modern expository Chinese (academic, journalistic and polemical) that focus on the cultural, political, economic, and social issues of contemporary China. This advanced readings course is designed primarily for seniors who have already spent a semester or more studying and living in China or Taiwan. Emphasis will be given to further developing the student's ability to read, analyze, and discuss complex issues in Mandarin while also advancing proficiency in writing and in oral comprehension. Oral reports and written compositions will be integral to the course's requirements. (CHNS 0400 or equivalent) 3 hrs. lect. (B. Su)

CHNS 0475 Senior Seminar on Modern Chinese Literature (in Chinese) (Spring)
A capstone course for all Chinese majors and for others who have attained a high level of Chinese language proficiency. Students will read and critique works by major Chinese fiction writers (and sometimes playwrights) and also see and discuss films from mainland China, Hong Kong, and/or Taiwan. All reading, discussion, and critical writing will be in Chinese. 3 hrs. lect. (W. Xu)

CHNS 0500 Senior Essay or Translation Project (Fall, Winter)
(staff)

CHNS 0700 Senior Thesis (Fall, Winter)
(staff)
See also International Studies major, East Asian Studies track, Chinese Literature and Culture disciplinary specialization.

CLASSICS

Professors: Eve Adler, Robert Schine; *Associate Professors:* Jane Chaplin (Chair) , Marc Witkin; *Assistant Professors:* Randall Ganiban, Pavlos Sfyroeras (on leave academic year); *Instructor:* Laura Lieber

The Classics is the study of the thought, art, and life of ancient Greece and Rome. The founding works of Western literature, history, and philosophy are its main subject matter, together with the languages—classical Greek and Latin—that enable students to approach these works in the original. Our Classics department includes also the study of biblical Hebrew and the Judeo-Christian tradition. The Classics emphasizes the analysis and interpretation of works that are at once familiar and exotic, the basis of the modern world and a radical challenge to that world. The Classics department's core of lecture courses and seminars offers an introduction to the major works of Greek and Roman literature, history, and philosophy, studied in English translation. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses in those languages are devoted to the close study of major literary, philosophical, and historical texts in the original.

Required for the major in Classics:
A. Ten courses in two languages: Greek, Latin, or Hebrew (normally six in one language and four in another) including one senior seminar (CLAS 0420). Students choosing Hebrew as one of the two languages must take four courses in Hebrew and six in either Latin or Greek and, in place of CLAS 0420, either RELI 0280 Studies in Hebrew Bible/Old Testament, or RELI 0180 Introduction to Bible.
B. CLAS 0150 Ancient Epic Poetry
C. Two additional courses in classics in translation, one from each of the following categories

1. CLAS/HIST 0131 Archaic and Classical Greece or CLAS 0151 Introduction to Ancient Greek Literature or CLAS 0152 Greek Tragedy or CLAS 0160 Greek and Roman Comedy or CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates

2. CLAS/HIST 0132 History of Rome or CLAS 0140 Augustus and the World of Rome or CLAS 0141 Masterpieces of Roman Literature or CLAS 0160 Greek and Roman Comedy

D. CLAS 0701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CLAS 0700 Senior Essay (fall/winter or winter/spring), CLAS 0505 Independent Senior Project (fall or spring). (Note: Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the Classics department in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar (CLAS 0420) and in General Examination. (Note: A student who does an optional senior essay or independent senior project may, by arrangement with the chair in the semester prior to undertaking the project, offer that grade in lieu of the grade for CLAS 0420 for the calculation of departmental honors.)

Required for the Minor in Classics:
The Minor in Classics may be configured in one of the following five ways:

1. *Latin:* Five courses in Latin
2. *Greek:* Five courses in Greek
3. *Hebrew Studies:* (I) Four semesters of Hebrew; plus (II) Either RELI 0160 The Jewish Tradition, or RELI 0280 Studies in Hebrew Bible/Old Testament, or a fifth semester of Hebrew (CLAS 0305)

4. *Classical Civilization:* Five courses, as follows: three or more courses chosen from CLAS 0121, CLAS/HIST 0131, CLAS/HIST 0132, CLAS 0140, CLAS 0141, CLAS 0150, CLAS 0151, CLAS 0152, CLAS 0160, CLAS/PHIL 0175, CLAS/HIST 0331, CLAS/HIST 0332, CLAS/HIST 0337; and CLAS 0420 or CLAS 0450 (or both)
5. *Classical Language and Civilization:* Five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CLAS 0121, CLAS/HIST 0131, CLAS/HIST 0132, CLAS 0140, CLAS 0141, CLAS 0150, CLAS 0151, CLAS 0152, CLAS 0160, CLAS/PHIL 0175; and one or more courses chosen from CLAS/HIST 0331, CLAS/HIST 0332, CLAS/HIST 0337, CLAS 0420, CLAS 0450

AP credit policy: One course credit toward graduation, not toward the major or minor, will be granted for one AP exam in Latin under the following conditions: a) The student has received a grade of 4 or 5 on the AP exam, and b) The student has completed an advanced course (CLAS 0201 or above) in Latin at Middlebury with a grade of B or above.(Note: No more than one course credit will be granted, whether the student presents one or two AP exams.)

Study Abroad Guidelines: Study abroad in the Mediterranean can enrich our majors' experience of the ancient world, because it affords them the opportunity to see the places that they have been learning about in the classroom. Students also find it stimulating to be surrounded by people with similar interests from other institutions. Thus, while our curriculum does not in any way necessitate study abroad, the faculty is happy to work with students who wish to pursue it as part of their Middlebury degree in Classics or Classical Studies.

For those students who want to go abroad, we strongly recommend a semester rather than a year. The two programs we endorse are the ICCS (the Inter-Collegiate Consortium for Classical Studies in Rome) and CYA (College Year in Athens), both of which offer semester-long programs. Admission to the ICCS in particular, however, is highly competitive, and students may have a compelling academic rationale for studying elsewhere. Accordingly, we have also approved students who wished to study for a semester at foreign universities with strong Classics departments. These have included Trinity College Dublin, the University of Edinburgh, and the University of Vienna. For some students, a rewarding alternative to study abroad during the academic year has been participation in a summertime archaeological excavation such as the one that Middlebury itself co-sponsors at Messene.

We discourage students from spending a semester abroad before they have had at least one year of whichever ancient language(s) they are learning. As part of their program of study abroad, students normally take at least one course in each ancient language of study, and select additional courses that are appropriate substitutes for courses in the major. In order to be fully prepared for senior work, however, students will need to have completed a significant portion of the courses required for the major, in particular CLAS 0150, before going abroad.

Generally speaking, we are as flexible as we can be in helping majors to identify courses in programs abroad that allow them to stay in step with their cohort in Middlebury and to be prepared for senior work. Unless we are familiar with the institution, the instruction, and the content of the courses, we rarely grant credit to non-majors for Classics courses taken abroad. In all cases (majors, non-majors, potential majors, and minors), students must consult with a member of the Classics department before leaving Middlebury to plan and receive approval for work done abroad.

COURSES IN ENGLISH

CLAS 0121 The Classical Tradition of the Liberal Arts and Sciences (Spring)

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon.3 hrs. lect. **LIT PHL EUR** (E. Adler)

CLAS/HIST 0131 Archaic and Classical Greece (Spring)

A survey of Greek history from Homer to the Hellenistic period, based primarily on a close reading of ancient sources in translation. The course covers the emergence of the polis in the Dark Ages, colonization and tyranny, the birth of democracy, the Persian Wars, the interdependence of democracy and Athenian imperialism, the Peloponnesian War, and the rise of Macedon. Authors read include Herodotus, Thucydides, Aristophanes, Plutarch, and the Greek orators. **HIS LIT EUR** (J. Chaplin)

CLAS/HIST 0132 History of Rome (Next offered Fall 2004)

This course will study Roman history from its origins to Constantine. Particular emphasis will be on the unique characteristics of Roman society, the rise and influence of imperialism, the transition from Republic to Empire, the role of Rome as a Mediterranean power, and the emergence of Christianity. Readings will focus on the ancient sources, all in translation; authors include Polybius, Plutarch, Tacitus, and Eusebius 2 hrs. lect., 1 hr. disc. **HIS LIT EUR**

CLAS 0140 Augustus and the World of Rome (Fall)

In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Suetonius, and *I, Claudius*. **LIT HIS EUR** (R. Ganiban)

CLAS 0141 Masterpieces of Roman Literature (CW 8) (Spring)
This course will introduce students to some of the greatest and most enduring literary works of Rome. We will start with the comedies of Plautus and Terence and ask why Roman literature begins quite suddenly by reworking the literature of Greece. Through readings of Catullus, Caesar, Sallust, Vergil, Ovid, Seneca, and others, we will then examine how Rome came to develop a literature of its own that could rival the best works of the Greeks. We will explore many of the fundamental themes of Rome's authors: the nature of political power, the role of "the lover" in a martial society, the problem of moral decline, what it means to be "Roman," among others.2 hrs. lect., 1 hr. disc. **HIS LIT EUR** (R. Ganiban)

CLAS 0150 Ancient Epic Poetry (Fall)
The course will concentrate on the epic poets' teachings about heroism, human greatness, and human happiness. Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CLAS 0151 Introduction to Ancient Greek Literature (CW 8) (Not offered 2003-04)
An introduction to the literature of the Golden Age of Athens. The course traces the era of unprecedented intellectual innovation that begins with Greece's triumph over the Persian invasions in 490 and 480-479 B.C., continues through the emergence of radical democracy and imperialism at Athens, and culminates in the Peloponnesian War and Athens' defeat in 404 B.C. by her former ally, Sparta . Through intensive study of selected works of historiography (Herodotus, Thucydides), tragedy (Sophocles, Euripides), comedy (Aristophanes), and philosophical dialogue (Plato), we will explore the central concerns of the Athenians in the fifth and fourth centuries: freedom and power, knowledge and virtue, law and nature, and the place of the divine in the human world. **LIT PHL EUR**

CLAS 0152 Greek Tragedy (CW 10) (Spring)
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and political freedom and empire in fifth century B.C. Athens. The course examines the tragic poets' use of traditional Greek myths to question not only the wisdom of contemporary Athenian imperialism but also traditional Greek views on relations between the sexes; between the family and the city; between man's presumed dignity and his belief in gods. Mythical and historical background is supplied through additional readings from Homer and Thucydides. The course asks how the tragedians managed to raise publicly, in the most solemn religious settings, the kind of questions for which Socrates was later put to death. The course culminates in a reading of Aristotle's *Poetics*. 3 hrs. lect. **LIT PHL EUR** (M. Witkin)

CLAS 0160 Greek and Roman Comedy (CW 8) (Not offered 2003-04)
A survey of the comic playwrights of Greece (Aristophanes and Menander) and Rome (Plautus and Terence)' in light of their ancient social, political, and religious contexts as well as modern theoretical approaches to laughter (including psychoanalysis and structural anthropology). We will trace enduring aspects of the comic tradition that can be found in both Greece and Rome and also look forward to Renaissance and modern comedy. These include: the nature of the comic hero; the patterns of comic plots; the dependence of comedy on language; the comic poet's concern with questions of freedom and slavery, desire and repression. 2 hrs. lect., 1 hr. disc. **LIT EUR**

CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates (CW 14) (Fall)
The course surveys the development of ancient Greek philosophy from the Presocratics through Aristotle by focusing on what Nietzsche called "the Problem of Socrates": the question why Socrates abandoned "presocratic" natural science in order to dissect the opinions of his fellow Athenians, and why they eventually put him to death for it. The implications of Socrates' life, his thought, and his execution in 399 B.C. on charges of corruption and impiety are examined through close reading of selected works of Aristophanes, Xenophon, Plato, and Aristotle. Socrates' relevance to our current crisis of wisdom in the natural and human sciences is highlighted through debate on Nietzsche's two claims: that Socrates corrupted Athens by introducing the imperative of universal enlightenment; that he thereby launched the West on a fatal course of rationalism and nihilism.3 hrs. lect. **LIT PHL EUR** (M. Witkin)

CLAS/HIST 0331 Sparta and Athens (Not offered 2003-04)
For over 200 years, Athens and Sparta were recognized as the most powerful Greek city-states, and yet one was a democracy (Athens), the other an oligarchy (Sparta). One promoted the free and open exchange

of ideas (Athens); one tried to remain closed to outside influence (Sparta). This course studies the two city-states from the myths of their origins through their respective periods of hegemony to their decline as imperial powers. The goal is to understand the interaction between political success and intellectual and cultural development in ancient Greece. **LIT HIS EUR CMP**

CLAS/HIST 0332 Roman Law (Not offered 2003-04)
The Romans' codification of civil law is often considered their greatest intellectual achievement and most original and influential contribution to the world. This course treats the four main divisions of Roman law (persons, property, obligations, and succession). Great emphasis is placed on the role of law in Roman society. How did the law influence the lives of Roman citizens living under it? How did ordinary Roman citizens shape the law? Students will come to understand the principles of Roman law through actual cases. Designed for students with some background in Roman history and/or literature. 2 hrs. lect., 1 disc. **HIS EUR**

CLAS/HIST 0337 From Alexander to Rome (Not offered 2003-04)
At the age of 19, Alexander the Great set out to conquer the world. His successful domination of the eastern Mediterranean led to a new world order known as the Hellenistic Age. Under Alexander's successors, literature, art, and philosophy flourished, but a little more than a century later the Hellenistic Greeks found themselves on a collision course with Rome's expanding republic. This course will investigate the political and cultural history of the Greeks and Romans in this period and consider the forces that created the Graeco-Roman world. Readings include Arrian, the Alexandrian poets, Polybius, Livy, and Plutarch. (This course replaces CLAS/HIST 0338: The Hellenistic World and the Foundations of Graeco-Roman Culture.) **LIT HIS EUR**

CLAS 0420 Seminar in Classical Literature: Plato's *Republic* (Spring)
Plato's *Republic* is the world's most renowned book about justice in society and education in the human soul. The aim of the seminar is to study the entire book, giving attention to the details of its arguments and images while working towards an understanding of its teaching as a whole. Important interpretations of the *Republic* by Greek (Aristotle), Roman (Cicero), Christian (Augustine), Islamic (Alfarabi), and modern authors will be considered along with the main work of studying Plato's book ourselves. (Upperclass standing and some previous study of Plato are assumed.) (3 hrs. lect.) (E. Adler) Limit on enrollment : 15

CLAS 0450/0701 History of Classical Literature (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Required of senior majors in Classics/Classical Studies (see CL 701 below) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 6 hrs. lect. (M. Witkin)

GREEK

CLAS 0103 Beginning Greek I (Next offered Winter 2005)
A rapid and intensive introduction to classical Greek for beginners. The aim of the course is to prepare students to read the major authors of Greek literature. In addition to a systematic study of grammar and syntax, we will also read excerpts from the Old Testament (in the Septuagint Greek translation) and New Testament (in the Greek original). The sequel in the spring (CLAS 0204) will complete the linguistic overview and will conclude with a study of two of the masters of Greek prose and poetry, the philosopher Plato and the comic poet Aristophanes. **LNG**

CLAS 0104 Beginning Greek II (Next offered Spring 2005)
(formerly CL 204) **LNG**

CLAS 0203 Intermediate Greek: Prose (Fall)
Readings in major authors. (formerly CL 303) 3 hrs. lect. **LNG EUR** (J. Chaplin)

CLAS 0204 Intermediate Greek: Poetry (Spring)
Readings in majors authors. (formerly CL 304) 3 hrs. lect. **LNG EUR** (M. Witkin)

CLAS 0303 Readings in Greek Literature I (Next offered Fall 2004)
Readings in major authors. (formerly CL 403)

CLAS 0304 Readings in Greek Literature II (Next offered Spring 2005)
Readings in major authors. (formerly CL 404)

CLAS 0403 Advanced Readings in Greek Literature I (Fall)
Readings in major authors. (formerly CL 503) 3 hrs. lect. (E. Adler)

CLAS 0404 Advanced Readings in Greek Literature II (Spring)
Readings in major authors. (formerly CL 504) 3 hrs. lect. (M. Witkin)

CLAS 0500 Independent Study (Fall, Winter, Spring)
(Approval required) (Staff)

LATIN

CLAS 0101 Beginning Latin I (Winter 2004)
The course offers an intensive introduction to the Latin language that prepares students to read the major authors of ancient Roman literature. In addition to their systematic study of grammar and syntax, students will translate excerpts from Vergil, Seneca and the Vulgate Bible. The sequel in the spring (CLAS 0102) completes the fundamentals of the Latin language and then moves to selected readings, e.g., from the philosopher-orator Cicero and the poet Ovid. This course is designed for students who have had no previous experience with Latin, as well as those who have had some but are not prepared to take a higher-level class. 15 hrs. lect. **LNG** (R. Ganiban, M. Witkin)

CLAS 0102 Beginning Latin II (Spring)
6 hrs. lect. (formerly CL 202) LNG (R. Ganiban)

CLAS 0110 Introduction to College Latin (Next offered Fall 2004)
This course is designed for students with one to four years of high school Latin who are interested in continuing their study of the language. The course combines review of grammar and practice in translation; the aim is to improve reading skills and understanding of the language. Students may expect to join a 200- or 300-level Latin course the following spring. We will use both a textbook and readings from authors such as Cicero and Livy. (Prerequisites: Students should have had some formal study of Latin and should consult with the instructor during orientation week or the first week of classes to determine whether or not the class is at the appropriate level.) 3 hrs. lect. **LNG EUR**

CLAS 0201 Intermediate Latin: Prose (Next offered Fall 2004)
Readings in major authors. (formerly CL 301) **EUR LNG**

CLAS 0202 Intermediate Latin: Poetry (Next offered Spring 2005)
Readings in major authors. (formerly CL 302) **EUR LNG**

CLAS 0301 Readings in Latin Literature I (Fall)
Readings in major authors. (formerly CL 401) 3 hrs. lect. (R. Ganiban)

CLAS 0302 Readings in Latin Literature II (Spring)
Readings in major authors. (formerly CL 402) 3 hrs. lect. (J. Chaplin)

CLAS 0401 Advanced Readings in Latin I
Readings in major authors. (formerly CL 501)

CLAS 0402 Advanced Readings in Latin II Spring
Readings in major authors. (formerly CL 502) (J. Chaplin)

CLAS 0500 Independent Study (Fall, Winter, Spring)
(Approval required) (Staff)

HEBREW

CLAS 0105 Beginning Hebrew I (Winter)
The goal of the Hebrew sequence is to develop students' ability to read the Jewish Bible (Old Testament) and later Hebrew literature. An introduction to classical Hebrew, this course presupposes nothing, begins with mastery of the Hebrew alphabet, and leads students through the Hebrew noun and the basic structure of the Hebrew verb. The sequel in the spring term (CLAS 0206) completes the overview of grammar and concludes with the reading of a brief biblical text, such as the book of Jonah or Ruth. 15 hrs. lect. **LNG** (L. Lieber)

CLAS 0106 Beginning Hebrew II (Spring)
6 hrs. lect. (formerly CL 206) **LNG** (L. Lieber)

CLAS 0205 Intermediate Hebrew: Bible (Next offered Fall 2004)
(formerly CL 305) **LNG**

CLAS 0206 Intermediate Hebrew: Classical (Next offered Spring 2005)
(formerly CL 306) **LNG PHL**

CLAS 0305 Readings in Hebrew I
(formerly CL 405)

CLAS 0306 Readings in Hebrew II
(formerly CL 406)

SENIOR COURSES

CLAS 0420 Seminar in Classical Literature (Spring)
See course description above. (E. Adler)

CLAS 0505 Independent Senior Project (Fall, Winter, Spring)
(staff)

CLAS 0700 Senior Essay for Classics/Classical Studies Majors (Fall, Winter, Spring)
(staff)

CLAS 0701 History of Classical Literature: General Examination for Classics/Classical Studies Majors (Fall)
For course description see CLAS 0450 above. Seniors taking the General Examination in Classics/Classical Studies (CLAS 0701) must take CLAS 0450 in the fall of their senior year, but they register for CLAS 0701 instead of registering for 0450. General examinations may be scheduled to take place either at the end of fall term or during winter term by arrangement with the faculty. A grade of B+ or better on the general examination is necessary for departmental honors; the grade for CLAS 0701 that appears on a student's transcript is an average of the grade for course work in CLAS 0450 and his/her grade on the general exam. (M. Witkin)

CLASSICAL STUDIES

Professors: Eve Adler, Robert Schine; *Associate Professors*: Jane Chaplin (Chair), Marc Witkin; *Assistant Professors*: Randall Ganiban, Pavlos Sfyroeras (on leave academic year); *Instructor:* Laura Lieber; *Affiliated faculty*: Pieter Broucke (History of Art), Kateri Carmola (Political Science), Murray Dry (Political Science), Paul Nelson (Political Science), Martha Woodruff (Philosophy), Larry Yarbrough (Religion)

Whereas the Classics major requires that students master two ancient languages, a student majoring in Classical Studies masters one of the classical languages and pursues a wider range of courses in classical civilization. The Classical Studies program is designed to offer a broad, rigorous, general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, history of art and architecture, philosophy, political science, and religion.

Honors: B average or better in courses taken for the major and B+ or better in the senior seminar and the general examination. (Note: A student who does an optional Senior Essay, CLAS 0700, or Independent Senior Project, CLAS 0505, may, by arrangement with the chair in the semester prior to undertaking the project, offer that grade in lieu of the grade in CLAS 0420 for the calculation of departmental honors.)

AP credit policy: See under Classics above.

REQUIRED FOR THE MAJOR IN CLASSICAL SUTIDES:

A. The following:
1. CLAS 0150 Ancient Epic Poetry
2. CLAS/HIST 0131 Archaic and Classical Greece or
CLAS 0151 Introduction to Ancient Greek Literature or
CLAS 0152 Greek Tragedy or
CLAS 0160 Greek and Roman Comedy or
CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates
3. CLAS/HIST 0132 History of Rome or
CLAS 0140 Augustus and the World of Rome or
CLAS 0141 Masterpieces of Roman Literature or
CLAS 0160 Greek and Roman Comedy

B. Five additional courses in Classical Studies chosen from the following:
CLAS 0121 The Classical Tradition of the Liberal Arts and Sciences
CLAS/HIST 0131 Archaic and Classical Greece
CLAS/HIST 0132 History of Rome
CLAS 0140 Augustus and the World of Rome
CLAS 0141 Masterpieces of Roman Literature
CLAS 0151 Introduction to Ancient Greek Literature
CLAS 0152 Greek Tragedy
CLAS 0160 Greek and Roman Comedy
CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates
CLAS/HIST 0331 Sparta and Athens
CLAS/HIST 0332 Roman Law
CLAS/HIST 0337 From Alexander to Rome
HARC 0213 Roman Art and Architecture
HARC 0221 Greek Art and Archaeology
HARC 0312 Of Gods, Mortals, and Myths: Greek and Roman Painting
HARC 0320 Hands-on Archaeology: Theory and Practice
PHIL 0201 Ancient Greek Philosophy
PHIL 0302 Philosophy of Plato
PHIL 0303 Philosophy of Aristotle
PHIL 0420 Love and Friendship in Greek Thought
PSCI 0101 Introduction to Political Science
PSCI 0409 Seminar in Political Philosophy
RELI 0287 Greco-Roman Religions
RELI 0387 Seminar on the Religions of Rome

C. Four courses in Greek or four courses in Latin chosen from:
CLAS 0101 Beginning Latin I
CLAS 0102 Beginning Latin II (formerly CL 202)
CLAS 0103 Beginning Greek I
CLAS 0104 Beginning Greek II (formerly CL 204)
CLAS 0110 Introduction to College Latin (formerly CL 210)
CLAS 0201 Intermediate Latin: Prose (formerly CL 301)
CLAS 0202 Intermediate Latin: Poetry (formerly CL 302)
CLAS 0203 Intermediate Greek: Prose (formerly CL 303)
CLAS 0204 Intermediate Greek: Poetry (formerly CL 304)
CLAS 0301 Readings in Latin Literature I (formerly CL 401)
CLAS 0302 Readings in Latin Literature II (formerly CL 402)
CLAS 0303 Readings in Greek Literature I (formerly CL 403)

CLAS 0304 Readings in Greek Literature II (formerly CL 404)
CLAS 0401 Advanced Readings in Latin I (formerly CL 501)
CLAS 0402 Advanced Readings in Latin II (formerly CL 502)
CLAS 0403 Advanced Readings in Greek Literature I (formerly CL 503)
CLAS 0404 Advanced Readings in Greek Literature II (formerly CL 504)
D. CLAS 0420 Seminar in Classical Literature
E. CLAS 0701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CLAS 0700 Senior Essay (fall/ winter/spring); CLAS 0500 Independent Senior Project (fall/winter/spring). (*Note:* Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

For complete descriptions of the courses listed above, see listings under the appropriate departments.

COMPUTER SCIENCE

Professors: Robert Martin (chair); *Associate Professors*: Amy Briggs (on leave academic year), Matthew Dickerson; *Assistant Professors*: Timothy Huang, Daniel Scharstein

Computers and technology play an increasingly important role in our society and in many aspects of our lives. Computer Science is a rich and dynamic discipline that seeks to understand and use effectively the great potential of computers. The Computer Science Department at Middlebury offers a wide variety of courses that integrate computer science into the liberal arts curriculum.

Our program is designed to serve the needs of three groups of Middlebury College students: (1) those who choose to major or minor in computer science, emphasizing a liberal arts approach to computer science and its applications; (2) those who need computer science or programming as an integral part of their chosen major or minor; (3) those majoring in areas outside the sciences who seek to understand modern computer technology and elementary programming. Our goal is to help students studying computer science develop strong algorithmic problem-solving skills as well as a deep understanding of the conceptual organization of computers and the fundamental principles of computer science.

All 0100-level courses are introductory and have no prerequisites. CSCI 0100 (Chips, Bits, and the Web) and CSCI 0190 (Topics in Introductory Computer Science) are intended primarily for non-majors and non-science students. Students majoring in the sciences or interested in further study of computer science are encouraged to begin with either CSCI 0101 (Introduction to Computer Science) or CSCI 0102 (Mathematical Foundations of Computing). Both are entry points to the computer science major and can be taken in any order.

The intermediate-level courses are CSCI 0201 (Data Structures), CSCI 0202 (Computer Architecture), CSCI 0301 (Theory of Computation), and CSCI 0302 (Algorithms and Complexity). These courses form a solid foundation for further study in the discipline and are prerequisites for many of the 0300-level and 0400-level electives.

The core group of electives consists of CSCI 0311 (Artificial Intelligence), CSCI 0312 (Software Design), CSCI 0313 (Programming Languages), and CSCI 0314 (Operating Systems). These four courses build a broad base for understanding the core areas of computer science, and are offered on a regular basis every two years. Advanced electives in the areas of computational geometry, networks, compiler design, machine learning, computer vision, robotics, graphics, and cryptology give students an opportunity to sample a variety of specialization and application areas of computer science. These electives are not specifically required and are offered on a less frequent basis. Students are required to take four electives for the computer science major, at least two of which must come from the core group of electives CSCI 0311 – 0314.

A typical schedule follows for a computer science major beginning with CSCI 0101 in the fall semester of the first year:

	Fall	Spring
Year 1:	CSCI 0101, MATH 0122 or 0200	CSCI 0102
Year 2:	CSCI 0201, CSCI 0202	CSCI 0302
Year 3:	CSCI 0301, CSCI 0311 or 0313	CSCI 0312 or 0314
Year 4:	CSCI elective, CSCI 0702	CSCI elective

Below is a sample schedule for a student beginning the computer science major in the spring semester of the first year:

	Fall	Spring
Year 1:	MATH 0122 or 0200	CSCI 0101
Year 2:	CSCI 0201	CSCI 0102
Year 3:	CSCI 0202, CSCI 0301	CSCI 0302, 0312 or 0314
Year 4:	CSCI 0311 or 0313, CSCI elective	CSCI elective, CSCI 0702

Required for the Major in Computer Science: CSCI 0101, CSCI 0102, CSCI 0201, CSCI 0202, CSCI 0301, CSCI 0302; two courses from among CSCI 0311, CSCI 0312, CSCI 0313, CSCI 0314; one of MATH 0122 or MATH 0200; the senior seminar CSCI 0702; and two CSCI electives at the 0300 level or above. One elective can be substituted with a mathematics course from among MATH 0200, MATH 0241, MATH 0310, MATH 0311, MATH 0315, MATH 0318, MATH 0345, MATH 0410, or MATH 0451.

Senior Project: All majors and joint majors must complete the senior seminar CSCI 0702 during the senior year. In this course they will complete a major capstone project, which can take the form of either a senior thesis supervised by a member of the department, or a group programming project approved by the computer science faculty.

Departmental Honors: A grade point average consistent with the guidelines given for honors in the College Handbook and an extra elective at the 0300 level or higher is required for departmental honors. Departmental service is also considered in the awarding of honors.

Required for the Minor in Computer Science: CSCI 0101, CSCI 0102, CSCI 0201, CSCI 0202, and two CSCI electives at the 0300-level or above. Students beginning at an advanced level must complete a minimum of four courses at the 0200-level or higher for a computer science minor.

Joint Majors: The computer science component of a joint major requires: CSCI 0101, CSCI 0102, CSCI 0201, CSCI 0202; one course from CSCI 0301 and CSCI 0302; two CSCI electives at the 0300 level or above; and CSCI 0702.

Advanced Placement: Majors typically begin their study of computer science in CSCI 0101 or CSCI 0102. First-year students whose secondary training indicates they can bypass one or more of these beginning courses should speak to a faculty member to determine the appropriate first course. Credit for CSCI 0101 is given to students who achieve a score of 4 or 5 on the AP Computer Science A exam. Credit for CSCI 0201 is given for a score of 4 or 5 on the Computer Science AB exam.

CSCI 0100 Chips, Bits, and the Web (Fall, Spring)

This course provides an overview of computer science for non-majors who desire a broad-based survey of the field and do not anticipate taking further computer science courses. Students will design and develop their own web pages, study the structure and operation of computer hardware and software, write and debug elementary programs, and explore the current and future impact of computer science throughout society. (Formerly CX 103) 3 hr. lect., 1 hr. lab. **DED** (fall: M. Dickerson; spring: D. Scharstein)

CSCI 0101 Introduction to Computer Science (Fall, Spring)

This course provides an in-depth introduction to the fundamentals of computer science and lays the foundation for more advanced study in the discipline. Through weekly programming assignments using the Java language, students will explore important concepts such as abstraction, recursion, control structures, data structures, algorithmic problem solving, and object-oriented design. (Formerly CX 121) 3 hr. lect., 1 hr. lab. **DED** (fall: T. Huang; spring: R. Martin)

CSCI 0102 Mathematical Foundations of Computing (Spring)

An introduction to the mathematical foundations of computer science, with an emphasis on formal reasoning. Topics include propositional and predicate logic, sets, functions, and relations; basic number theory; mathematical induction and other proof methods; combinatorics, probability, and recurrence relations; graph theory; and models of computation. (Formerly CX 205) 3 hrs. lect./disc. **DED** (T. Huang)

CSCI 0190 Topics in Introductory Computer Science (Not offered 2003-04)

Applications of computer science in fields as disparate as computer music, computer graphics, networks, and security have been evolving rapidly. In this topics course designed for non-majors, we will study these recent advances from a computer science perspective. The course will emphasize hands-on laboratory projects. No prior experience with computer programming is assumed. The course is not open to students who have successfully completed CSCI 0101. 3 hrs. lect./lab. **DED**

CSCI 0201 Data Structures (Fall, Spring)

An introductory course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees, as well as the object-oriented programming (OOP) paradigm. It will then focus on various data structures used to implement these ADTs, contrasting the competing structures in terms of their space and time efficiency and other considerations that vary from application to application. (Formerly CX 214) (CSCI 0101) 3 hrs. lect./disc. **DED** (fall: D. Scharstein; spring: M. Dickerson)

CSCI 0202 Computer Architecture (Fall)

A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available microcomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (Formerly CX 223) (CSCI 0201 or concurrently with CSCI 0201) 3 hrs. lect./disc. **DED** (D. Scharstein)

CSCI 0301 Theory of Computation (Fall)

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (Formerly CX 421) (CSCI 0102, CSCI 0201) 3 hrs. lect./disc. **DED** (M. Dickerson)

CSCI 0302 Algorithms and Complexity (Spring)

The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. The course covers advanced data structures, such as balanced search tree schemes, and also important algorithmic techniques, including greedy and dynamic programming. (Formerly CX 423) (CSCI 0102, CSCI 0201) 3 hrs. lect./disc. **DED** (R. Martin)

CSCI 0311 Artificial Intelligence (Fall)
Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (Formerly CX 326) (CSCI 0102, CSCI 0201) **DED** (T. Huang)

CSCI 0312 Software Design (Not offered 2003-04)
(CSCI 0201) DED

CSCI 0313 Programming Languages (Not Offered 2003-04)
Systematic approach to concepts and features of programming languages. Topics include imperative and functional languages, data types, control structures, run-time organization, program correctness, program environments. (Formerly CX 345) (CSCI 0201, CSCI 0202) 3 hrs. lect./disc. **DED**

CSCI 0314 Operating Systems (Spring)
An introduction to the computer software and firmware that manage the complex resources of a modern computer and form the interface between user and hardware. Topics include: process, storage and memory management, scheduling, I/O, distributed systems, deadlock, and security. (Formerly CX 341) (CSCI 0202) 3 hrs. lect./disc. **DED** (T. Huang)

CSCI 0425 Computational Geometry (Not offered 2003-04)
Computational geometry involves the design and analysis of algorithms and data structures for the solution to problems of a geometric and computational nature. It is an old field, involving aspects of algorithms, geometry, combinatorics and probability, whose roots can be found in algorithmic questions posed by Euclid. Modern applications of computational geometry include geographic information systems, medical imaging, computer-aided design, and robotics. This course will explore some famous problems in computational geometry, including convex hulls, Voronoi diagrams, proximity problems, and triangulations. (Formerly CX 330) (CSCI 0302) 3 hrs. lect./disc. **DED**

CSCI 0431 Computer Networks (Not offered 2003-04)
Computer networks have had a profound impact on modern society. This course will investigate how computer networks are designed and how they work. Examples from the Internet as well as our own campus network will be discussed. (Formerly CX 331) (CSCI 0202) 3 hrs. lect./disc. **DED**

CSCI 0433 Compiler Design (Spring)
Introduction to the design and construction of compilers and translators. Finite automata, lexical analysis, context-free grammars, top-down and bottom-up parsing, translation, code optimization, code generation, symbol tables, run-time organization, error recovery. Term project involving adding capabilities to an existing compiler for a Pascal-subset language. (Formerly CX 343) (CSCI 0202, CSCI 0301) 3 hrs. lect./disc. **DED** (D. Scharstein)

CSCI 0451 Machine Learning (Not offered 2003-04)
Machine Learning is the study and design of computational systems that automatically improve their performance through experience. This course introduces the theory and practice of machine learning and its application to tasks such as database mining, pattern recognition, and strategic game-playing. Possible topics include decision-tree methods, neural networks, Bayesian and statistical methods, genetic algorithms, and reinforcement learning. Coursework will include written assignments and programming projects in the Java programming language. (Formerly CX 327) (CSCI 0311) 3 hrs. lect./disc. **DED**

CSCI 0453 Computer Vision (Not offered 2003-04)
An introduction to computer vision, covering topics such as edge detection, stereo vision, structure from motion, and object recognition. The course will include several programming projects in which students will implement, test, and evaluate some of the algorithms covered. (Formerly CX 336) (CSCI 0202, MATH 0200) 3 hrs. lect./disc. **DED** (D. Scharstein)

CSCI 0455 Robotics (Not offered 2003-04)
This course introduces the fundamental concepts of robotics, focusing on mobile robots and current research and applications. Topics include robot motion planning, sensing, sensor planning, and the key approaches to mobile robot control. Related areas that we will draw tools from include computer vision, computational geometry, and artificial intelligence. Experiments will be done both in a simulator environment and with mobile robots in the laboratory. (Formerly CX 337) (CSCI 0202, CSCI 0302) 3 hrs. lect./disc. **DED** (A. Briggs)

CSCI 0461 Computer Graphics (Not offered 2003-04)
The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (Formerly CX 322) (CSCI 0202, MATH 0200) 3 hrs. lect./disc. **DED**

CSCI 0463 Cryptology (Fall)
Topics will be chosen from: classical cryptography, block ciphers and the Advanced Encryption Standard,

public key cryptology, public key implementations, cryptographic hash functions, authentication techniques, digital signatures, advanced topics in mathematical cryptology. (Formerly CX 328) (CSCI 0301 or CSCI 0302) 3 hrs. lect./disc. **DED** (R. Martin)

CSCI 0500 Advanced Study (Fall, Winter, Spring)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. (*Approval required*) 3 hrs. lect./disc. **DED** (staff)

CSCI 0702 Senior Seminar (Fall)
Each student will complete a major capstone project in this course. This project can take the form of either (1) a thesis on a topic chosen with the advice of a faculty member, or (2) a group programming project approved by the computer science faculty. All students will present their work at the end of the semester. In addition, during the academic year, all seniors are expected to attend a series of lectures designed to introduce and integrate ideas of computer science not covered in other coursework. (Formerly MA/CX 704) 3 hrs. lect./disc. **DED** (R. Martin)

ECONOMICS

David K. Smith Professor of Applied Economics: Michael P. Claudon; *Christian A. Johnson Distinguished Professor of Economics:* David C. Colander; *Alan R. Holmes Visiting Professor of Economics:* Scott Pardee; *Frederick C. Dirks Professor of International Economics:* Sunder Ramaswamy (on leave); *Professors:* Paul M. Sommers, Phanindra V. Wunnava; *Associate Professor:* Peter Hans Matthews, Robert Prasch; *Assistant Professors:* Jeffrey Carpenter (on leave), Jessica Holmes, Jonathan T. Isham (on leave spring term), William Pyle (on leave), Thierry Warin; *Instructors:* Hugo Ñopo, Kirsten Wandschneider; *Visiting Assistant Professors:* Carolyn Craven (halftime), Steven Pecsok (halftime); *Christian A. Johnson Visiting Fellows:* David Horlacher, Paul Wonnacott.

I. REQUIRED FOR THE MAJOR

The economics major consists of four sequences.

Introductory Sequence: ECON 0150 and ECON 0155. Neither ECON 0150 nor ECON 0155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. Note: No student who receives a grade below a C- in either ECON 0150 or ECON 0155 will be admitted into the Intermediate Theory Sequence without a waiver.

Quantitative Sequence: ECON 0210 and ECON 0211. Students must pass ECON 0210 with at least a C- to be admitted into ECON 0211 without a waiver. MATH 0120 or MATH 0121 is a prerequisite for ECON 0211.

Intermediate Theory Sequence: ECON 0250 and ECON 0255. MATH 0120 or MATH 0121 is a prerequisite for ECON 0255. The department will waive the MATH 0121 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed preferably by the end of the sophomore year, or by the end of the fall term, junior year. Also, please note the following course number has been changed: ECON 0300 (Current Issues in Health Economics) is now ECON 0200 (Health Economics & Policy).

Elective Sequence: Majors are required to take at least four electives, two of which must be 0400-level seminar courses. The other two electives may be 0200-, 0300-, or 0400-level courses. One 0400-level course must be completed at Middlebury. 0400-level courses are seminars that typically enroll 15 students, have intermediate theory as a prerequisite, and serve as a capstone experience for the major. Emphasis is placed on reading, writing, and discussion of economics at an advanced level. Note: ECON 0500 and ECON 0800 do not substitute for a 0400-level course.

Students majoring in economics cannot count all three of the courses ECON 0230, ECON 0330, and ECON 0430, nor can they count both ECON 0425 and ECON 0426 toward the minimum of 10 required courses. For students from the class of 2005 on, only two of the following four courses: ECON 0316, ECON 0317, ECON 0412, ECON 0475 will count towards the minimum 10 course major requirement. ECON 0140 (Introduction to the World Economy) and ECON 0205 (Economics of Investing) will **not** count towards the major, though ECON 0205 will count towards the minor. Economics electives taken during the winter term do **not** count towards the major or the minor.

Honors: Seniors interested in earning departmental honors may choose to write a thesis during the fall and winter term of their senior year. Senior Research for Honors (ECON 0800) is open to any senior economics major who has an accumulated G.P.A. of 3.5 or higher in regular semester economics courses taken at Middlebury prior to the start of the thesis. Normally, honors candidates should have completed the three non-elective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the program are available from the department.

Joint Major Requirements: Students can major in economics jointly with another discipline. However, you should discuss the rationale of combining economics with another discipline as a joint major with your adviser or department chair. The requirements in economics include a minimum of eight courses: ECON 0150, ECON 0155, ECON

0210, ECON 0211, ECON 0250, ECON 0255, and two electives, one of which must be at the 0400 level.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete ECON 0800 Senior Research for Honors in addition to the other joint major requirements or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of ECON 0800 on the due date set for students in ECON 0800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics, namely a 3.5 G.P.A. in courses taken in economics and a B+ on the thesis.

International Studies Major: The IS major allows students to combine the study of a language and focus on an area with another discipline in humanities or social sciences, linking both with an appropriate experience abroad. IS majors who choose East Asian studies, European studies, Latin American studies, or Russian and East European studies as their program of emphasis along with economics as their disciplinary specialization, should take the following: ECON 0150, ECON 0155, ECON 0250, ECON 0255, one regional elective, one 0400-level seminar focusing on the region, or one seminar in international/development issues. If a non-regional seminar is taken (e.g., ECON 0425, ECON 0444, or ECON 0445), the final paper should focus on the region of study. Students wishing to major in the international politics and economics (IP & E) program should see the relevant portion of the catalog.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Microeconomics, Macroeconomics, or Statistics, automatically receive credit for Introductory Microeconomics (ECON 0155), Introductory Macroeconomics (ECON 0150), or Economic Statistics (ECON 0210), respectively. Students who score a 4 on the Advanced Placement exam in Microeconomics, Macroeconomics, or Statistics must receive a B- or better grade in the corresponding intermediate-level course ECON 0255, ECON 0250, or ECON 0211, respectively, to receive College credit for the lower-level course.

International Baccalaureate/A-Levels: Students who have completed an International Baccalaureate or the equivalent of introductory sequence abroad before coming to Middlebury and have earned the requisite points (please check with the Study Abroad Office) can apply for transfer of credit for one of the introductory courses, preferably Introductory Micro Economics (ECON 0155). This implies that a student would have to complete only 9 courses for the major.

Transfer of Credit: Students can take economics courses in approved programs (abroad and domestic) and have those courses count towards the major and/or the general graduation requirement. Students planning to take courses off-campus should discuss the proposed courses with their adviser and get pre-approval from the chair of the economics department. Upon completion of the courses, students should submit their course material and a copy of their transcript along with the appropriate Application for Transfer Credit form to the chair for departmental approval. After which, students must submit their forms to the director of off-campus study for final approval. Courses having a BU (Business) or MGMT (Management) prefix will normally **not** be considered the equivalent of an economics course.

II. POSTGRADUATE PREPARATION

Students considering graduate programs in economics should discuss their plans with their adviser and other faculty members. They are also urged to complete ECON 0411 and either MATH 0315 or MATH 0318. Majors considering graduate programs in economics are strongly advised to do at least a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CSCI 0103 or CSCI 0121 and are strongly advised to take ECON 0411 and/or ECON 0412.

III. MINOR IN ECONOMICS

The economics minor consists of five courses: ECON 0150, ECON 0155, ECON 0250 or ECON 0255 (MATH 0120 or MATH 0121 is a prerequisite for ECON 0255), and two electives, one of which must be at the 0400 level. ECON 0140 does not count toward the minor. Economics electives taken during the winter term do not count towards the minor.

IV. COURSE OFFERINGS

ECON 0140 Introduction to the World Economy (Not offered 2003-04)

This course introduces students to contemporary problems and issues in the world economy. It focuses on: (1) principles of international economics, such as comparative and absolute advantage, free trade vs. protectionism, exchange rate determination, the balance of payments, world currency markets, and economic integration; and (2) problems of economic development, transitional economies, and regional economic issues in areas such as the European Union, South and East Asia, Latin America, and the former Soviet Union. (Open to first-years and sophomores; waiver required for juniors and seniors) This course does **not** count toward the major. Students who have taken ECON 0150, ECON 0155, or ECON 0240 are not allowed to register for ECON 0140. **SOC**

ECON 0150 Introductory Macroeconomics (Fall, Spring)
An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include: banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. *(There will be nine sections offered: five in the fall; four in the spring)* 3 hrs. lect., [1 hr. disc. optional] **SOC** (staff)

ECON 0155 Introductory Microeconomics (Fall, Spring)
An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, distribution of income, and public policy options bearing on these problems. *(There will be ten sections offered: five in the fall; five in the spring.)* 3 hrs. lect., [1 hr. disc. optional] **SOC** (staff)

ECON 0205 Economics of Investing (Spring)
This course explores introductory issues in the pricing of financial instruments and the organization of financial markets. This includes developing methods to price stocks and bonds, evaluate portfolios and understand financial derivatives, and applying these methods to actual financial data in an accessible and non-technical manner. This course does **not** count as an elective toward the economics major, but will count towards the economics minor. (ECON 0150 or ECON 0155) 3 hrs. lect., 1 hr. lab. (S. Pecsok)

ECON 0200 Health Economics and Policy (Fall)
We will apply standard microeconomic tools to the problems of health and health care markets. The course provides the fundamental tools with which to understand how the health care market is different from the markets for other goods. For example, students will learn about the dominant presence of uncertainty at all levels of health care, the government's unusually large presence in the market, the pronounced difference in knowledge between doctors and patients, and the prevalence of situations where the actions of some impose costs or benefits on others (i.e. vaccinations, drug research). (ECON 0155) 3 hrs. lect. (J. Holmes)

ECON 0210 Economic Statistics (Fall, Spring)
Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, simple linear regression, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. (ECON 0150 or ECON 0155. Credit is not given for ECON 0210 if the student has taken MATH 0106 or PSYC 0201 previously or concurrently) *(There will be four sections offered: two in the fall; two in the spring.)* 3 hrs. lect., 1 hr. lab. **DED** (P. Sommers, J. Holmes)

ECON 0211 Introduction to Regression Analysis (Spring)
In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed, and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (MATH 0120 or MATH 0121, ECON 0150 or ECON 0155, and ECON 0210; or admission by waiver) 3 hrs. lect., 1 hr. lab. **DED** (P. Wunnava)

ECON 0220/HIST 0220 American Economic History since 1865 (Fall)
This course will provide an overview of the major themes in the growth and development of the modern American economy. Topics will include the economic aspects of agricultural stagnation in the postbellum South, Northern industrialization, the rise of the railroads, and the changing role of banks and financial markets. We will also examine the role of the courts and government policy in American economic development, with special emphasis on the rise and decline of *Laissez-Faire* as the dominant mode of economic regulation in the nation's labor and financial markets. (ECON 0150 or ECON 0155) 3hrs. lect. **SOC HIS USA NOR** (R. Prasch)

ECON 0225 Theories of Economic Development in Latin America (Fall)
This course is designed to provide a survey of the most important issues facing Latin American policymakers today. The course will place contemporary problems in their historical perspective and will use applied economic analysis to examine the opportunities and constraints facing the economies of Latin America. (ECON 0150) 3hrs. lect. **SOC OTH AAL** (H. Ñopo)

ECON 0227 Gender in Economic Studies: Liberating Economics From 'Homo Economicus' (Not Offered 2003-04)
This course examines the role gender plays both in our methods of economic analysis and in our economic systems. Four topics selected highlight the importance of gender issues in the development of

economic theory and in the analysis of contemporary issues: (1) the neoclassical model of 'homo economicus' (economic man); (2) the role of gender in the American economy; (3) families in work, including New Home Economics, women in management, child care, and the feminization of proverty; and (4) gender in the economics curriculum. (ECON 0150 or ECON 0155 or by approval) **SOC**

ECON 0230 Comparative Transitions (Not offered 2003-04)
This course examines the economic transition occurring in Russia and other former Soviet republics in a broader geographic and interdisciplinary context. Emphasis is placed upon the nature and legacies of the Soviet-type economic system, the political economy of the ensuing post-communist transition, and the ways in which this transition is playing itself out in different countries. Economic developments in Russia, Ukraine, Kazakhstan, and the Baltic states are afforded particular attention. The lessons offered by the experiences of other countries and regions in transition, especially Eastern Europe, China, and Latin America, are also considered. (ECON 0150 or ECON 0155 or waiver) **SOC OTH AAL**

ECON 0250 Macroeconomic Theory (Fall, Spring)
Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, monetarists, and new classicals are considered along with their proposed policies. (ECON 0150 and ECON 0155) *(There will be four sections offered: two in the fall and two in the spring.)* 3 hrs. lect. (fall: P. Matthews; spring: D. Colander)

ECON 0255 Microeconomic Theory (Fall, Spring)
Microeconomic theory concentrates on the study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income in an economy. We will study the optimizing behavior of households in a variety of settings buying goods and services, saving and labor supply decisions; we will also examine the behavior of firms in different market structures. Together, the theories of household and firm behavior help illumine contemporary economic issues (discrimination in labor markets, mergers in the corporate world, positive and negative externalities, for example). (MATH 0120 or MATH 0121, ECON 0150 and ECON 0155) *(There will be three sections offered: one in the fall; two in the spring.)* 3 hrs. lect. (fall:T. Warin; spring: P. Sommers)

ECON 0265 Environmental Economics (Not offered 2003-04)
This survey course uses economic analysis to examine the underlying causes of environmental and natural resource problems, as well as alternative policy responses. The choice of environmental protection goals and the means of achieving them are analyzed and applied to the cases of air pollution (local and global), water pollution, and toxic pollution. The environmental policies of various countries are compared and studied from an economic perspective. In addition, the management of renewable and nonrenewable resources, including forests, fisheries, energy, and water resources, will be evaluated. Other topics to be covered include environmental justice and sustainable development. (ECON 0155)

ECON 0316 Corporate Finance and Accounting (Fall)
Finance has become an integral part of economics, as shown by the number of Nobel Prizes awarded in recent years to scholars who have made contributions to the field. This course focuses on the financial side of the modern corporation, for the stakeholders as well as the shareholders. We start with financial accounting as a means of measuring the health of a company and of discerning the transparency and accuracy of its financial statements. (As Enron and other companies showed, it pays to be skeptical.) We then move to strategic planning and the growth of the firm, and to decisions on how to finance that growth as between equity and debt. We conclude with valuation models based on cash flow. At the end we hold a buy-side sell-side competition, in which students work in teams to value real companies and present them to the class as attractive investments. (ECON 0150, ECON 0155, and ECON 0210) 3 hrs. lect., 1 hr. lab (S. Pardee)

ECON 0317 Investments and Financial Markets (Spring)
As wealth has grown in importance as an economic variable, professional economists and practitioners alike have studied the behavior of financial markets, and the behavior of people in those markets. The markets for equities, bonds, commodities, and foreign exchange are each quite independent, and yet prices in several markets may suddenly correlate, especially in a crisis. This course presents a wide range of techniques to analyze markets. In equities, we study valuation models and portfolio diversification. In bonds, we study the yield curve and concepts such as duration and convexity. In commodities, we study both fundamental analysis and technical analysis. In foreign exchange, we study interest rate parity and purchasing power parity. And, we study derivatives and options pricing models. The management of wealth ultimately depends on the management of risk, and we conclude with a study of risk management techniques. (ECON 0150, ECON 0155, and ECON 0210) 3 hrs. lect., 1 hr. lab (S. Pardee)

ECON 0325 Economic Development: Theory and Practice (Not offered 2003-04)
This course will examine why some developing countries attain their goals and others do not. It will try to identify the factors that contribute to, or impede, the development process. By examining current data and applying economic theory, it will access suggested causes of and remedies for poverty, population pressure, unemployment, rural stagnation, and educational deficits. It will consider the roles of foreign trade, investment, and debt in the context of an interrelated world economy. It will also suggest rolls to be played by the industrialized countries and international organizations in promoting economic development in the third world.

ECON 0335 European Economic Integration: Lessons and Prospectives (Fall)
This course introduces students to the European integration process and its beneficial and adverse effects. Specifically, we will ask: What is the role of Europe in the global economic system? What are the policy implications of an economic integration? Can integration only work when countries are at a similar stage of development, and What are the implications if not? We will also discuss economic integration in various parts of the world with particular reference to North America and South-East Asia. (ECON 0150 and ECON 0155) 3 hrs. lect. **EUR** (T. Warin)

ECON 0340 International Economics: A Policy Approach (Fall, Spring)
This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies; the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (ECON 0150 and ECON 0155) 3 hrs. lect. (K. Wandschneider)

ECON 0356 Competition and Strategy in the Digital Age (Spring)
This course addresses issues relevant to the central question in corporate strategy within an emerging digital age context: What factors determine firm success? We will focus on how firms achieve and sustain superior performance in the face of competitive pressures. We will adopt a practical, problem-solving approach and combine a range of theoretical perspectives for analyzing competition among firms, with a particular focus on Vermont-based early stage and technology companies. The course couples the introduction of relevant concepts and analytical tools for industry and competitive analysis with their application to real-world case studies in a variety of industries and digital-age contexts. Students will be expected to develop a sophisticated understanding of the forces that drive competition and success. (ECON 0150 and ECON 0155; open to sophomores and juniors only). 3 hrs. lect./disc., 1 hr. lab (M. Claudon)

ECON 0375 Monetary Theory and Policy (Spring)
This course will cover the determination of interest rates, portfolio theory, the demand for money, and the supply of money process. Emphasis will be on the difficulties faced by the Federal Reserve in its goals of achieving a steady growth in aggregate demand while doing its best to ensure that monetary disorder, such as that which characterized the Great Depression, does not reoccur. (ECON 0150 and ECON 0155) 3 hrs. lect. (R. Prasch)

ECON 0380 Game Theory (Spring) (Not offered 2003-04)
Game theory has a very general scope, encompassing questions that are basic to all of the social and behavioral sciences. It can offer insights into any economic, political, or social situation that involves agents who have different goals or preferences. In this course students will learn the basic concepts of game theory by learning to model social situations and solve problems. Once the basics have been covered, we will try to reconcile game theory and the actual behavior of people. The class concludes by discussing how theory might be improved to better predict individual behavior. (MATH 0120 or MATH 0121 and ECON 0155)

ECON 0390 Mathematical Economics (Spring)
This course is an applications-oriented introduction to the uses of mathematical methods in economics. The focus in 03-04 will be the *economics of information and incentives*, and the list of possible topics includes principal/agent models, adverse selection, signalling, moral hazard, contract and mechanism design, and auctions. ECON 0255 required, ECON 0380 recommended. (P. Matthews)

ECON 0411 Applied Econometrics (Fall)
This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (ECON 0211, ECON 0250 or ECON 0255; or admission by waiver) 3 hrs. lect. (P. Wunnava)

ECON 0412 Empirical Finance (Spring)
How do hi-tech firms decide to launch new products? How do portfolio managers decide to invest in stocks of hi-tech companies? These are the kinds of practical issues we will cover in this course. Modern financial theory and practice revolve around quantitative techniques for estimating expected returns on investments, whether the launch of a new product or the creation of a new mutual fund, and for measuring the performance of those investments over time. In the first part of the course, you will delve into cash flow analysis as it can be applied to a wide range of situations. In the second part, you will study financial markets and techniques for trading and investing in those markets. At the end you will create an investment portfolio based on your own areas of expertise and your own style of investing. (ECON 0211 and ECON 0316) (S. Pardee)

ECON 0425 Seminar on Economic Development (Not offered 2003-04)
Much of the world still faces the daily pain of poverty. Developing countries have to accelerate their growth rates, eradicate poverty, reduce inequalities, address environmental concerns, and create productive employment. We examine the major analytic and policy issues raised by these challenges and study the need for a productive balance between market forces and positive state action. With the help of case studies from Asia, Latin America, and Africa, we focus on different development strategies adopted, the choice of policy instruments, and methods of implementation. (ECON 0250 or ECON 0255 or by approval)

ECON 0426 Asia's Emerging Markets (Not offered 2003-04)
Asia has emerged as a powerful player in today's global economy. This seminar will analyze in depth alternative paradigms and theories to explain this phenomenon. The experience of the "East Asian miracle" countries, along with newly emerging markets in China, India, and Vietnam, provide valuable lessons on trade, industrialization, and integration in the global economy. The role of the U.S., the World Bank, and International Monetary Fund will be analyzed. Finally, two key problem areas, the sustainability of the development process in this region and issues of political liberalism, will be examined critically. (ECON 0250, ECON 0325 or by approval)

ECON 0428 Population Growth and the Global Future (Fall)
This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid "graying" of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes; the effects of changing family structures; and the need to improve the status of women. (ECON 0250 or ECON 0255) (D. Horlacher)

ECON 0429 Environment, Trade, and Foreign Aid in Latin America (Spring)
This course is designed to provide an in-depth examination of a number of critical issues that currently confront policymakers in Latin America. The topics of environment and development, regionalization and free trade, and the efficacy of foreign aid will be analyzed in the context of Latin American economic development. (ECON 0250) (H. Ñopo)

ECON 0430 The Post-Communist Economic Transition (Not offered 2003-04)
This course examines the economic transformation from Soviet-type socialism to capitalism based upon private ownership and markets. Topics examined include: the nature and legacies of the traditional system, problems of macroeconomic stabilization, privatization, reform of financial and legal systems, and external transformation. Countries examined include: Russia, Ukraine, the Central European Economies, and China. (ECON 0250 or ECON 0255 or by approval)

ECON 0431 Economics of the European Union (Spring)
This course will introduce students to the major economies of Western Europe and also the economic functions and structure of the institutions of the European Union. The course aims to familiarize students with the theoretical economic and policy issues that are currently of concern in the European Union, and aims to analyze economic problems that are of particular relevance to the member states of the European Union issues such as the coordination of policies within an intergovernmental supranational framework and how to sustain the integration dynamic. (ECON 0250) 3 hrs. lect. (T. Warin)

ECON 0444 International Trade (Not offered 2003-04)
We will study a variety of theories relating to trade between nations in both goods and assets. Effects and desirability of commercial policy, tariffs, and other controls on trade will be examined. Recent theories on strategic trade will be evaluated. Issues of export promotion, import substitution, foreign direct investment, the role of multinationals and economic integration will be analyzed. We will explore the relationship between increased capital flows, financial crises, and trade flows in the world economy. Particular attention will be paid to trade and economic development linkages in the context of the current debates on globalization. (ECON 0255 or admission by waiver)

ECON 0445 International Finance (Spring)
An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include: exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (ECON 0250) 3 hrs. lect. (K. Wandschneider)

ECON 0450 History of Economic Thought (Fall)
This course offers a historical and analytical perspective on the development of economic ideas. It asks the question: Why is economics what it is today? A number of international issues will be considered, such as the differential development of economic ideas in different countries, comparative advantage and its relation to trade, and the development and spread of socialist ideas. This is a course in which students will actually read Adam Smith, Karl Marx, and Frederich Hayek. (ECON 0250 or ECON 0255 or by waiver) 3 hrs. lect. (D. Colander)

ECON/IS 0451Development and Democracy (Not offered 2003-04)
The course will start with a simple pair of questions: Is liberal democracy a prerequisite for economic development? Or is economic development a prerequisite for liberal democracy? Political scientists and economists have offered a variety of answers to these questions, emphasizing such issues as institutionalization, government policy, political parties, and economic development strategies. This course will consider theoretical models from these disciplines and cases studies drawn from different parts of the world to investigate the relationships between politics, economics, and culture in the developing world. (Prerequisites: ECON 0150 **and** PSCI 0103 or PSCI 0230 or PSCI 0324 **or** by approval. Students who have taken ECON 0250 can count this towards their economics seminar).

ECON 0455 Competitive Strategy (Fall)
Theoretical and applied analysis of profitability and market success; of how competitive forces within and among industries shape and are influenced by competitive strategy; and of the dynamics of competitive strategy formulation and implementation by individual companies in diverse competitive environments. (ECON 0210 and ECON 0255) 3 hrs. lect., 3 hrs. lab. (M. Claudon)

ECON 0460 Industrial Organization: A Policy Approach (Not offered 2003-04)
This course uses models of monopoly and competition to investigate enterprise behavior and to consider implications for market structure and resource allocation. In addition to focusing on factors determining the number of market participants, the course examines the role of transactions costs, product differentiation, imperfect knowledge, and contestability in determining market outcomes. Special attention is given to issues of monopoly regulation and antitrust law in the United States and internationally. (ECON 0255)

ECON 0461 Antitrust, Regulation, and High Technology (Not offered 2003-04)
The antitrust actions against Microsoft are pushing the envelope of current antitrust theory and practice as economists and lawyers grapple with the difficulty of applying 1890s law to 1990s high-technology industries. We will explore the limits of current antitrust thought through economic theory and legal precedence. Readings and discussions will be complemented by case studies. Empirical techniques of analysis will be presented as well. (ECON 0210 and ECON 0255)

ECON 0462 Bargaining Theory and Behavior (Not offered 2003-04)
This seminar focuses on one topic: bargaining. The implications of bargaining theory and behavior are of widespread importance. For example, bargaining models provide the foundation for theories of labor-management interactions, foreign policy negotiations, and the division of resources within a family. We will examine the history of bargaining theory and will also ask a question not often considered in economics: How do people *actually* behave vis-à-vis the predictions of the models? To answer such a question, students will not only read scientific studies of bargaining theory and practice but will also take part in laboratory experiments designed to test various theories. (ECON 0255 required, ECON 0380 recommended)

ECON 0465 Special Topics in Environmental Economics (Fall)
The objective of this seminar is that each student achieves fluency in a set of advanced concepts in environmental economics. The seminar is divided into two main sections. First, we introduce the core theory and policy implications of environmental economics. These include the theory of externalities and its policy implications; the Coasian perspective on property rights; and an economic approach to sustainability. Second, we study some selected topics: the design of market-friendly environmental policies; the economics of fisheries; environmental degradation and economic growth; environmental policy and firm performance; management of common pool resources; the environmental implications of more open trade regimes; and the challenge of global climate change. (ECON 0255) 3 hrs. lect. (J. Isham)

ECON 0470 Public Finance (Not offered 2003-04)
This course examines the role of government in modern market economies, focusing primarily on the United States. In particular we will explore the design and impact of government expenditure programs and taxation systems on the welfare and behavior of its citizens. Among the general questions considered are the following: When is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on incentives for firms, individuals, and others in the private sector? The course will cover a wide range of issues in public finance with a primary focus on current policy debates and issues. Topics covered include: school choice, pollution and the environment, income distribution and social insurance, health policy, Social Security, U.S. Tax system and tax reform. (ECON 0255)

ECON 0475 Monetary Theory and Financial Institutions (Fall)
This seminar provides the student with the basic knowledge and analytical tools to operate in today's money and financial markets. We start with the markets themselves, how they are structured and how prices are determined, such as interest rates and foreign exchange rates. We then study private sector institutions, including banks, securities houses, insurance companies, and fund management companies, and the challenges they face in the Age of the Internet. And we close with a study of how the Federal Reserve and other central banks determine monetary policy. (ECON 0250) 3 hrs. lect., 1 hr. lab. (S. Pardee)

ECON 0480 Labor Economics (Spring)
This seminar will explore the economics of labor markets from several perspectives, both theoretical and empirical, mainstream and heterodox. The list of topics includes: labor force participation, human capital formation, dual labor markets, economic discrimination, union-firm relations, labor market policies, the structure of contracts, and the internal structure of firms. We shall also devote considerable attention to the macroeconomic implications of labor market behavior. (ECON 0250 or ECON 0255) 3 hrs. lect. (P. Matthews)

ECON 0490 Topics in Advanced Economic Theory (Not offered 2003-04)
This course will introduce students to a small, but thematic, sample of recent developments in modern economic theory. Its content will typically vary over time and by instructor. In 02-03, the theme will be "new directions and applications in game theory." (ECON 0255 required, ECON 0380 recommended)

ECON 0500 Individual Special Project (Fall, Winter, Spring)
If you choose to pursue an area that we do not offer or go in depth in an area already covered, we recommend the Independent Project option. These ECON 0500 proposals MUST be passed by the entire Department and are to be submitted to the Chair by the first Friday of Fall and Spring semester respectively. The proposals should contain a specific description of the course contents, its goals, and the mechanisms by which goals are to be realized. It should also include a bibliography. According to the College Handbook, ECON 0500 projects are a privilege open to those students with advanced preparation and superior records in their fields. A student needs to have a 3.5 GPA in Economics courses in order to pursue an Independent project. The ECON 0500 does not count towards one of the 10 courses for the Major. (staff)

ECON 0800 Senior Research for Honors (Fall, Winter)
(Approval required) (P. Matthews)

ENGLISH

Professors: Alison Byerly , Cates Baldridge, John Bertolini, John Elder (chair), Robert Hill, Elizabeth Napier, Jay Parini, David Price; *Associate Professors:* Robert Cohen, Gary Margolis (part time); Kathleen Skubikowski (part time; Director of College Writing and First-Year Seminar programs); *Assistant Professors:* Timothy Billings , Antonia Losano , Yumna Siddiqi, Marion Wells; Kathryn Kramer (on leave); *Visiting Assistant Professor:* Dan Brayton; *Visiting Lecturers:* David Bain, Don Mitchell; *Writer in Residence:* Julia Alvarez; *Visiting Scholar:* Vermonja Alston.

COURSES FOR NONMAJORS

The Department of English offers a wide variety of courses in literature that are open without prerequisite to all students in the College. These include the courses listed under Literary History and Criticism; all 0200-level courses (the LITP 0101-ENGL 0204 sequence is intended for declared or potential majors) and most 0300-level courses.

0300- and higher-levels of creative writing courses are workshop courses for which admission is by approval only. English, American Literature, and Literary Studies majors are generally given first priority. Please be sure to preregister in the English department office at least one week prior to registration.

MAJOR PROGRAM

The English Department offers a program of intensive study in literature by major writers from the medieval period to the present. It also provides experience in a variety of interpretive methods and cultural contexts and fosters the knowledge and appreciation of literature. The English major is intended to cultivate students' powers of rigorous analysis, whatever their eventual career goals. The major also provides a rich variety of opportunities for critical and creative writing. Course work begins with a core sequence designed to introduce students to close reading, literary criticism and the foundations of literature in English; this core sequence is followed by courses that expose students to the major genres and periods of literature.

The major in English will consist of a minimum of eleven courses, including:

(1) LITP 0101; (2) ENGL 0204; (3) a 0200- or 0300-level ENGL course in poetry (PO); (4) a 0200- or 0300-level ENGL course in narrative fiction (FI); (5) a 0200- or 0300-level ENGL course in drama other than Shakespeare (DR); (6) a course on Shakespeare (SH); (7) ENGL 0205, Contemporary Literary Theory (CR), or a course in literary criticism offered by another department with approval of adviser; (8) a 0300- or 0400-level ENGL or LITS seminar; (9) ENGL 0720, the Senior Comprehensive Examination, taken in winter term of the senior year; (10) and (11) literature courses, one of which must be pre-1800. Students wishing to be candidates for honors in English must elect either a one-term senior critical or creative essay (EL 0700 or EL 0701) or a two-term senior critical or creative thesis (ENGL 0710 or EL 0711). All students undertaking creative-writing honors projects must have already completed two 0300-level writing workshops. Up to two courses in American Literature may be substituted for the English courses listed above, but this substitution requires approval of the chair of the English department. Courses below that fulfill the genre requirements are designated with the abbreviations FI (Fiction), PO (Poetry), DR (Drama), CR (Criticism), and SH (Shakespeare).

A student entering the major should discuss a plan for the entire major program with an adviser in the department or with the chair. Some literature courses in American Literature, foreign languages, and classics may be substituted for courses in drama, fiction, and poetry with the approval of the chair.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American Literature in their course selections (for example, especially AMLT 0202 and several of the following: AMLT 0201, AMLT 0203, AMLT 0204, AMLT 0301, AMLT 0302, AMLT 0307 or ENGL/AMLT 0312, ENGL/AMLT 0309). LITS 0705, Senior Colloquium in Literary Studies, which focuses on major European works from antiquity through the twentieth century, is also an appropriate selection and can be used to fill the seminar requirement for the English major.

JOINT MAJOR

A joint major in English requires a minimum of seven courses, including the following: (1) LITP 0101; (2) ENGL 0204; (3) a 0200- or 0300-level ENGL course in poetry (PO); (4) a 0200 or 0300 level ENGL course in narrative fiction (FI); (5) a 0200- or 0300-level ENGL course in drama (DR); (6) a course on Shakespeare (SH); a senior project that brings together aspects of the two majors (typically an essay, thesis, or seminar appropriate to both fields, should such a seminar be available). Joint majors must be approved by the chairs of both departments or programs involved.

MINOR

LITP 0101; ENGL 0204; one ENGL poetry course at the 0200- or 0300-level; one ENGL drama course at the 0200- or 0300-level; one ENGL narrative fiction course at the 0200- or 0300-level; one additional ENGL literature elective. *Note:* At least one of the courses selected to complete the minor must be at the 0300 level.

SENIOR PROGRAM

The senior program includes the required winter term seminar and examination (see description below) and an optional one-term essay or a two-term thesis (ENGL 0700, 0701, ENGL 0710, or 0711). Normally seniors register for one unit of ENGL 0700 or 0701 or ENGL 0710 or 0711 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (honors, high honors, highest honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for highest honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical average of course grades all courses designated ENGL will be counted, as will all other Middlebury courses that fulfill requirements for the major. Departmental grade averages for each level of honors are: highest honors, A+; high honors, A or A-; honors, B+.

Comprehensive Examination Program: Each year the department faculty devises a reading list of 12-15 works covering all periods and genres of English literature, and each winter term several faculty jointly teach a series of seminars exploring connections among those works. (Students will receive the next year's reading list at the end of their junior year). The course will exercise and test skills of close reading, analysis, and comparison. In addition to regular seminars, the senior program includes weekly guest lectures, panel discussions, and related social events. At the conclusion of the winter term, students take an oral and written examination. The Senior Comprehensive Exam winter term program is required for completion of the major.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

COLLEGE WRITING PROGRAM

LITP 0101 satisfies the College writing requirement. Some sections of other courses may also fulfill this requirement; consult the Web catalog for changes and additions.

0100-LEVEL COURSES: INTRODUCTORY COURSES

These courses are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. They are especially suitable for meeting the College distribution requirement.

ENGL/LITP 0110 Continental Fiction (Fall)
An introduction to some major novels and shorter works by nineteenth- and twentieth-century European authors, including Flaubert's *Madame Bovary*, Zola's *L'Assommoir*, Tolstoy's *Anna Karenina*, Dostoevsky's *Crime and Punishment*, Mann's *The Magic Mountain*, Kafka's *The Trial*, Sartre's *Nausea*, Camus's *The Stranger*, and others. These works of fiction are triumphs of achievement and innovation aesthetically and conceptually; and they give us a powerful sense of significant and significantly different levels of society, culture, and periods of history. 3 hrs. lect./3 hrs. disc. **LIT EUR** (D. Price)

ENGL/WAGS 0114 Reading Women's Writing (Fall)
Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including poetry, fiction, essays, and drama from the eighteenth through the twentieth centuries. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. 3 hrs. lect./3 hrs. disc. **LIT** (M. Wells)

ENGL/AMLT 0117 The Short Story (Not offered 2003-04)
This course approaches the short story as a distinct prose genre, beginning with work by Edgar Allen Poe and Guy de Maupassant and concluding with stories by contemporary authors. We will examine the particularly notable growth of the genre in America and survey various trends in the form, from "local color" sketches and realistic tales to experiments in modernism and postmodernism. Throughout, we will consider issues of structure, characterization, style, and voice. Other authors may include Anderson, Barthelme, Cheever, Chekhov, Hemingway, Joyce, Moore, O'Connor, Twain, and Welty. 3 hrs. lect. **LIT USA NOR**

0200-LEVEL COURSES: LITERARY HISTORY AND GENRES

CORE COURSES:
The LITP 0101-ENGL 0204 sequence introduces students to skills of close reading and analytical writing and, in some depth, to writers whose works are regarded as central to the English literary tradition. Those intending to major in English are advised to complete the (LITP 0101)/ ENGL 0204 sequence before they elect other courses above the 200 level. LITP 0101 is a writing intensive course that meets the College Writing (CW) requirement. (LITP 0101) is a prerequisite to ENGL 0204.

ENGL 0200 The Art of Prose: Advanced Grammar and Exposition for Future Writers, Teachers, and Editors (CW) (Spring)
Why do certain pieces of writing impress us with their force, elegance or wit? Why are some sentences perfect gems and others awkward, convoluted or just plain dull? How can we write prose that will inspire, convince, or even seduce? What's wrong with a split infinitive, and why can't we dangle modifiers? This course hopes to answer such questions and to offer students a solid knowledge of the intricacies of written English. This is not a remedial writing course but a course designed to provide intensive training in the rules, history, and beauties of the English language to students interested in professional writing, teaching, or editing. **LIT** (A. Losano)

ENGL 0204 Foundations of English Literature (was Chaucer, Shakespeare, Milton) (Fall, Spring)
A course designed as a continuation of LITP 0101. Students will study Chaucer's *Canterbury Tales* and Milton's *Paradise Lost*, as well as other foundational works of English literature that may include Shakespeare, non-Shakespearean Elizabethan drama, the poetry of Donne, and other sixteenth- and seventeenth-century poetry. (LITP 0101; advanced literary studies majors by waiver.) 3 hrs. lect. **LIT EUR** (staff)

ENGL/LITS 0205 Introduction to Contemporary Literary Theory (CR) (Spring)
This course will introduce several major schools of contemporary literary theory. By reading theoretical texts in close conjunction with works of literature, we will illuminate the ways in which these theoretical

stances can produce various interpretations of a given poem, novel, or play. The approaches covered will include New Criticism, Psychoanalysis, Marxism and Cultural Criticism, Feminism, and Post-Structuralism. These theories will be applied to works by Shakespeare, Wordsworth, The Brontës, Conrad, Joyce, and others. The goal will be to make students critically aware of the fundamental literary, cultural, political, and moral assumptions underlying every act of interpretation they perform. 3 hrs. lect/3 hrs. disc. **LIT EUR** (C. Baldridge)

MEDIEVAL COURSES:

ENGL 0210 Medieval Literature (PO) Pre-1800 (Not offered 2003-04)
Major literary texts of the European and English Middle Ages, with emphasis on Dante and Chaucer. Though we will focus on medieval authors' sophisticated use of literary genres to explore fundamental social, political, ethical, and intellectual questions of the day, we will also look at the "entertainment literature" of the Middle Ages (romance, fabliau) and at the ambivalence of medieval authors about the nature and value of fiction. (Formerly EL 300) **LIT**

EARLY MODERN LITERATURE COURSES:

ENGL 0216 Renaissance Drama (DR) Pre-1800 (Spring)
A survey of English Renaissance drama (excluding Shakespeare) that will help students place Shakespeare in the context of other works for the stage before and during his career, including such writers as Kyd, Marlowe, Jonson, Dekker, Middleton, Beaumont, Fletcher, Ford, and Webster. We will also devote time to studying the organization and evolution of the public theatres as well as the publication of plays in Shakespeare's day. (Formerly EL324) 3 hrs. lect. **LIT** (T. Billings)

ENGL 0217 Sixteenth- and Seventeenth-Century Lyric (PO) Pre-1800 (Not offered 2003-04)
This course will consider the development of English lyric during the sixteenth and seventeenth centuries, focusing on a close reading of the poems and considering, where relevant, their historical and cultural contexts. We will begin with the influence of Petrarch on the English love poetry of the period, looking first at Thomas Wyatt's translations of Petrarch's sonnets. Throughout the course we will be interrogating the representation of love and sexuality in these poems, with particular attention to the status of the female beloved. Other important themes will be the relationship between man and God, the social and political influence of the court, and the changing nature of subjectivity. The vexed position of poetry at this time will also be considered through a reading of particularly influential prose works, such as Sidney's *Defense of Poesy* and Puttenham's *Art of English Poesy.* We will pay particular attention to the works of Wyatt, Sidney, Spenser, Shakespeare (sonnets), Donne, Jonson, Mary Wroth, Herbert, Marvell and Milton, though we will also consider, where appropriate, selections from popular miscellanies, ballads, and songbooks. (Formerly EL334) **LIT EUR**

RESTORATION AND EIGHTEENTH-CENTURY COURSES:

ENGL 0220 Early English Novel (FI) Pre-1800 (Fall)
The development of the English novel in the eighteenth century. Novelists include Defoe, Richardson, Fielding, Sterne, and Lewis. 3 hrs. lect./disc. (Formerly EL 206) **LIT EUR** (E. Napier)

ENGL 0221 Eighteenth-Century Poetry and Prose (PO) Pre-1800 (Not offered 2003-04)
Major literary works of the eighteenth century, with special emphasis on the shift from classic to romantic modes around the middle of the period. Attention will also be paid to the popular and visual arts of the time (newspapers, entertainment at fairs, painting, architecture, gardening). (Formerly EL 305) **LIT**

ENGL 0222 Restoration and Eighteenth-Century Drama (DR) Pre-1800 (Not offered 2003-04)
An appreciation and critical analysis of the language, style, wit, humor, and ethos of British comic drama from 1660-1790 by such authors as Congreve, Wycherley, Vanbrugh, Goldsmith, and Sheridan. Some attention will be paid to literary context through a sampling of the fiction of Fielding and the poetry of Pope. (Formerly EL 306) **LIT**

ENGL 0223 Neoclassic and Romantic: Changes in English Poetry, (PO) Pre-1800 (Not offered 2003-04)
An examination of important shifts of style and sensibility in English poetry of the neoclassic and romantic periods. The class will consider issues of poetic genre, structure, and diction, as well as transforming notions of knowledge, nature, and the self. (Formerly EL 307) 3 hrs. lect. **LIT EUR**

ENGL 0224 Literary Exchanges (FI) Pre-1800 (Not offered 2003-04)
An examination of the active commerce between literary texts and other works (literary, visual, musical, documentary) to which they implicitly or explicitly "speak." We will look at ways in which writers deal with their indebtedness to their precursors, at how they "translate," adapt, or otherwise reform (and occasionally deform) prior works to meet their own ends. Readings will include *Romeo and Juliet* and its variations (Keller's *A Village Romeo and Juliet; West Side Story*); *Moll Flanders* and its generic antecedents (crim-

inal accounts; spiritual autobiographies); *The Rape of the Lock* and its illustrations (including those by Aubrey Beardsley); Swift's reworkings of classical poetic genres like the pastoral and the georgic; Gay's *The Beggar's Opera* and Brecht's Modernization, *The Threepenny Opera*; Blake's illustrations to the poems of Gray; assorted literary and artistic parodies. 3 hrs. lect. **LIT EUR**

THEA/ENGL 0228 Advanced Playwriting II (Not offered in 2003-04)
(THEA 0218, THEA/ENGL 0240 and approval required)

NINETEENTH-CENTURY COURSES:

ENGL 0241 Nineteenth-Century English Novel: Major Authors (FI) (Fall)
This course will explore the reasons why the nineteenth century is the great age of the novel in England. Far from merely reflecting the society that created it, the nineteenth-century novel played an active part in constructing its readers' ideas of gender and sexuality, imperialism and colonialism, class, religion, commerce, and more. We will investigate how the nineteenth century novel grew into a rich and influential genre that tackled every aspect ofVictorian life, from romantic love to international politics. We will pay close attention to the range of narrative techniques novelists employed to help them represent and reshape a complex society. Authors may include Jane Austen, Charlotte and Emily Brontë, Charles Dickens, Anthony Trollope, Wilkie Collins, Elizabeth Gaskell, George Eliot, and Thomas Hardy. (Formerly EL 207 or EL 240) 3 hrs. lect./disc. **LIT EUR** (C. Baldridge)

ENGL/WAGS 0242 Victoria's Secrets: The Two Faces of Nineteenth-Century Fiction (FI) (Not offered 2003-04)
Known as the great age of the realist novel and the epitome of staid decorum, the nineteenth century also had its guilty pleasures: mysteries, ghost stories, science fiction, imperialist adventure tales, and radical fantasies of gender confusion. In this course we will read both canonical realist novels and their non-traditional counterparts in an attempt to understand the productive interplay between these two seemingly disparate literary traditions. In our comparisons we will focus on numerous issues, including domesticity, gender politics, class and racial identity, and international politics. Authors may include: Austen, Dickens, Eliot, Hardy, the Brontës, Wilkie Collins, R.L Stevenson, Arthur Conan Doyle, H.G. Wells, Bram Stoker, Mary Elizabeth Braddon, and others. (Formerly EL/WG 214) 3 hrs.lect./disc. **LIT EUR**

ENGL 0250 English Romanticism (PO) (Spring)
Beginning with the poetry and visual art of William Blake and continuing through William Wordsworth, Samuel Taylor Coleridge, Walter Scott, John Keats, and Percy Shelley, this course will consider the major poetic figures in the Romantic period (1789-1832). We will also read selected prose from the period, including works by De Quincey, Hazlitt, and Mary Shelley. In conjunction with the close reading that such extraordinary literature demands, we will explore themes like gender, nationalism, and revolution (both poetic and political). (Formerly EL 213) 3 hrs. lect. **LIT EUR** (R. Hill)

ENGL 0251 Victorian Poetry, Art, and Culture (PO) (Fall)
This course provides an intensive introduction to the formal qualities of Victorian poetry as well as an examination ofVictorian poetry as a response to larger issues in the 19th Century: imperialism, science, gender and painting. Through readings in aesthetic theory and cultural history, examinations of paintings (by the Pre-Raphaelites, Turner, Whistler and others), and rigorous close-readings of poetry, we will explore the diversity and depth of Victorian poets' engagement with the artistic, social, and political landscape of Britain in the nineteenth century. Poets will include Tennyson, the Brownings, Emily Brontë, Arnold, Morris, Christina and Dante Rossetti, Hopkins, Hardy and others. Other readings may include works by Carlyle, Darwin, Wilde, Mill and Marx. 3 hr lect./disc. **LIT EUR** (A. Losano)

TWENTIETH-CENTURY COURSES:

ENGL/THEA 0239 The Cinema of Alfred Hitchcock (Spring)
The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950s, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry, Vertigo)* with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.) and with a focus on the figure of the artist in Hitchcock's work. Issues such as the relationship of film to narrative fiction and to dramatic literature will also be explored.3 hrs. disc. **ART USA NOR** (J. Bertolini)

ENGL 0244 Twentieth-Century English Novel (FI) (Spring)
This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others. (Formerly EL 208) 3 hrs. lect./disc. **LIT EUR** (D. Price)

ENGL/AMLT 0309 Contemporary Literature (FI) (Spring)
This course will explore some of the seminal works of post-war literature written in English, concentrating particularly on the period just before our own. Writers studied will include Ralph Ellison, Saul Bellow, Thomas Pynchon, Vladimir Nabokov, Don DeLillo, Walker, Percy, Joan Didion, Martin Amis and others. 3 hrs. lect./disc. **LIT** (R. Cohen)

ENGL/AMLT 0312 Modern Poetry (PO) (Fall)
This course will examine the nature and achievement of the major modern poets of Britain and America during the modern period, beginning with the origins of poetic modernism in the work of Gerard Manley Hopkins, Emily Dickinson, and Walt Whitman. The central figures to be studied are William Butler Yeats, T.S. Eliot, Robert Frost, Wallace Stevens, and W.H. Auden. The course will conclude with a look at some after-echoes of modernism in the work of Elizabeth Bishop and others. Two papers, one exam, with occasional oral presentations in class (3 hrs. lect.) **LIT** (J. Parini)

DRAMA AND FILM COURSES:

ENGL 0260 Modern British Drama: 1890-1950 (DR) (Not offered 2003-04)
Analysis of the language, style, dramaturgy, and meaning of plays by Wilde, O'Casey, Synge, Barrie, T.S. Eliot, Coward, Rattigan, and G.B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made. (Formerly EL 229) **LIT EUR**

ENGL 0261 Contemporary British Drama: 1950 to the Present (DR) (Not offered 2003-04)
Analysis of the language, style, dramaturgy, and meaning of plays by Rattigan, Beckett, Osborne, Pinter, Shaffer, Gray, Bolt, and Stoppard, with some attention paid to contemporary British cinema. (3 hrs. lect./1 hr. disc./3hrs. screen.) **LIT EUR**

ENGL/AMLT 0262 American Drama 1930-1960 (DR) (Not offered 2003-04)
The 1930s, 1940s, and 1950s saw an unparalleled achievement in dramatic literature as the works of Eugene O'Neill, Lillian Hellman, Arthur Miller, Tennessee Williams, and William Inge were produced. This course will seek to analyze their plays both as dramatic art and in some cases as responses to social and political context. We will study film versions of the plays, as well as additional films that respond to themes in the plays, films such as *High Noon* and *On the Waterfront*. (Formerly EL/AL 231) 3 hrs. lect./disc. **LIT ART USA NOR**

ENGL/LITS 0264 Modern Drama (DR) (Not offered 2003-04)
Beginning with Goethe, Kleist, and Gogol, as romanticism's precursors of modern drama, this course will examine the work of four major dramatists of the late nineteenth- and early twentieth-centuries Ibsen, Strindberg, Shaw, and Pirandellofocusing on their relentless critique of societal morality, their explorations of the unconscious, and the tension between realism and surrealism in their plays. **LIT EUR**

POSTCOLONIAL LITERATURE COURSES:

ENGL/WAGS 0270 Postcolonial Literatures (FI) (Not offered 2003-04)
The purpose of the course is to examine a cross-section of the literature that has been marked by the experience of European colonialism and its aftermath. In addition to discussing a range of writing from South Asia, Africa, the Caribbean, and Canada, including fiction by Dangarembga, Rushdie, Mistry, Mootoo, Coetzee, and Kincaid, we will explore the criticism and the theoretical debates that this postcolonial literature has spawned. Topics will include orientalism, colonial discourse analysis, critiques of colonialism, resistance theories, subaltern studies, nationalism, postcolonial gender studies, diaspora, and globalization. Formerly EL 241) 3 hrs. lect/disc. **LIT OTH CMP**

ENGL/WAGS 0271 Postcolonial Writing by Women (Spring)
In her important essay "Under Western Eyes: Feminist Scholarship and Colonial Discourses," Chandra Talpade Mohanty argues that the experiences of women from the so-called Third World have to be understood in their own terms, rather than through the lens of Western feminism. Focusing on novels and essays by writers from South Asia, Africa, and the Caribbean, we will examine how women from the non-Western world use narrative to address a variety of concerns: familial relationships, caste, class, race, religious identity, education, work, national liberation, modernization, development, diaspora, and globalization. 3 hr lect./disc. **LIT AAL CMP** (Y. Siddiqi)

CROSS-LISTED WITH ENVIRONMENTAL STUDIES

ENGL/ENVS 0215 Nature's Meanings (Spring)
See Environmental Studies listing for description. **LIT HIS USA NOR** (D. Mitchell)

ENGL/ENVS 0290 Globalization & Environmental Justice in Literature and Film (Fall)
See Environmental Studies listing for description. **LIT AAL OTH** (V. Alston)

0300-LEVEL COURSES: THEMATIC AND SINGLE AUTHOR COURSES

ENGL 0301 Chaucer and the Fourteenth Century (PO) Pre-1800 (Not offered 2003-04)
This course will examine fourteenth-century England through Chaucer's art. It was a calamitous century that began with a coherent set of beliefs and ended with them vanishing on the horizon. In between it featured plague, wars, famine, schism, and regicide. But the fourteenth century featured, as well, the last and most shining moments of chivalry, and enduring artistic achievements. We will read Chaucer's major works *The Canterbury Tales, Troilus, The Book of the Duchess* and sample some contemporaries: the *Gawain* poet, Dante, Boccaccio, and the anonymous authors of fabliaux and romances. 3 hrs. lect. **LIT EUR**

ENGL/LITP 0305 Love Stories : Desire and Gender in Medieval and Early Modern Europe (Spring)
Our modern conceptions of desire, self, body and gender are informed in complex and often invisible ways by earlier narratives of love. We will investigate the conflicting accounts of love written during the medieval and early modern periods, considering in particular the relationship between the idealized notion of "courtly love" and the darker, medical picture of love as a form of madness or melancholia. Reading a variety of works including lyric, drama, romance and medical texts, we will look at the construction of gender and sexuality, the relationship between desire and subjectivity, and the gendering of certain "diseases" of love (such as hysteria) during this period. Authors to be studied will include: Chaucer, Boccaccio, Petrarch, Dante, Shakespeare, and a selection of male and female lyric poets. 3 hrs. lect. **LIT EUR** (M. Wells)

ENGL 0310 Postcolonial Studies and Politics (FI) (Fall)
The field of postcolonial studies addresses the relations of power in regions marked by the experience of colonialism and its aftermath. Although the field has been dominated by literary scholars, it has become increasingly interdisciplinary, engaging political and social theorists, historians, anthropologists, geographers and the like. We will read postcolonial theory and novels, as well as view films. The class will explore the following topics: colonial discourse, critiques of colonialism, nationalism, social movements, postcolonial gender studies, development, neocolonialism, globalization, transnationalism and diaspora. (Formerly EL313) 3 hrs. lect.2-3 hr. screening **HIS LIT OTH CMP** (Y. Siddiqi)

ENGL 0311 Nature's Renaissance (Pre-1800) (Not offered 2003-04)
In this course, we read a wide selection of the most important and popular works of sixteenth- and seventeenth-century poetry, prose, and drama in England which highlight both traditional and changing conceptions of "Nature" that pre-date the genre of nature-writing as it has evolved in the last two hundred years. Our survey will range from Edmund Spenser's *The Shepherd's Calendar* to Isaak Walton's *The Compleat Angler, or the Contemplative Man's Recreation*, including lyric, romance, proto-scientific and philosophical essays, comedy, satire, travel journals, and popular drama. Among other topics, we will give particular attention to such ideas as the "Book of Nature," curiosities, the microscopic and the macrocosmic, harvest festivals, country houses, land use and enclosure, hunting, hawking, angling, herding, inspiration, humoral psychology, sexuality and gender, art and artifice. 3 hrs. lect. **LIT EUR**

ENGL/AMLT 0315 Visions of Nature (Spring)
See American Literature listing for description. **LIT USA NOR** (J. McWilliams)

ENGL/LITP 0320 Writing the New World: Utopia and the Literature of Discovery (Spring)
See Literature Program listing for description. (D. Brayton)

ENGL 0330 Shakespeare and Contexts (SH) (Spring)
This course is designed to sample the breadth of Shakespeare's dramatic art, from *Titus Andronicus* to *The Tempest*, with an eye to understanding both how the plays may have resonated for his first audiences on stage and how subsequent readers have drawn their own meanings from the published texts. We will therefore pay particular attention to such dramaturgical issues as the construction of character and of plot, the reworking of sources, spectacle, meta-theatricality, and versification, as well as consider what political and commercial implications these plays might have had during Shakespeare's life and what meaning they hold for us today. (Formerly EL 321) 3 hrs. lect./1 hr. disc./3 hrs. screen. **LIT EUR** (T. Billings)

ENGL 0331 Shakespeare's Comedies and Romances (SH) (Fall)
Close analysis and appreciation of the development of Shakespeare's comic vision of courtship, love, and marriage, from his earliest comedies, *The Comedy of Errors*, *Taming of the Shrew*, and *Midsummer Night's Dream*, through the mature comedies, *Much Ado About Nothing*, *As You Like It*, and *Twelfth Night*, to the final romances, *Pericles*, *The Winter's Tale*, and *The Tempest*. (Formerly EL 319) 3 hrs. lect.; 3 hrs. disc; screenings **LIT EUR** (J. Bertolini)

ENGL 0332 Shakespeare's Tragedies and Histories (SH) (Not offered 2003-04)
An intensive consideration of language, style, character, and structure, first in Shakespeare's epic history-play cycle, *Richard II, Henry IV*, and *Henry V*, and then in the major tragedies, *Hamlet, King Lear*, and

Coriolanus. (Formerly EL 320) **LIT EUR**

ENGL/LITP 0340 The Realistic Novel (FI) (Not offered 2003-04)
To what extent is it possible to mimic the real world in fiction? We use the term "realism" with astonishing frequency and confidence, but why should some novels be called "realistic" and others not, when all novels are collections of people who never lived and events which never happened? Is "realism" then a question of style, of subject matter, of point of view, of gender or national origin? Does the term "realism" have any stable, useful meaning at all? This course will both celebrate and trouble the notion of "realism" by closely examining novels by Austen, Calvino, Robbe-Grillet, Achebe, Norris, Flaubert, Woolf, Faulkner, Kafka, Camus, Garcia-Marquez, and Borges, among others. (Formerly EL 211) **LIT EUR**

ENGL/AMLT 0353 The Poetry of Robert Frost (PO) (Fall)
We will take our cue from MacLeish's remark: "Frost has looked as long and deeply into the darkness of the world as a man well can . . .he met the Furies on their own dark ground." Reading all of Frost's poetry, and much of his prose, classes will focus on "major" poems. Secondary reading in biography, criticism, and letters is expected. A part of our effort will be to evaluate Frost's achievements among his (more or less) contemporaries, i.e., Yeats, Eliot, Stevens, et. al. (Formerly EL 316) 3 hrs. lect. (R. Hill)

ENGL 0354 Darwin Among the Poets: Monkeys, Cats, and Black Holes (PO) (Not offered 2003-04)
Scientific determinism lies at the core of the Victorians' problem with themselves. This course will deal with the impact of Newtonian physics and the Darwinian hypothesis as evident primarily through a study of the novel, poetry, and prose writings from major figures from mid-nineteenth century to the present. In the novel, Hardy and Conrad; from poetry, Tennyson, Arnold, Hardy, and Frost; in prose, some attention to short excerpts from Lyell, Mill, Darwin, and Huxley, with access to commentary from such modern figures as Russell, Einstein, Pagels, Weinberg, Feynman, and Hawking. I will attempt to bring the implications of the nineteenth-century "New Science" up to date. We will conclude with a possible reconciliation through quantum mechanics of two great opposing laws: Darwinism and the second law of thermodynamics. (Formerly EL 314) 3 hrs. lect. **LIT**

0400-LEVEL COURSES: SENIOR SEMINARS

The process or activity of the seminar is as important as the subject. In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. The topics of seminars vary from year to year, and those that fill distribution requirements for the major in addition to field requirements are so indicated. Senior seminars meet the departmental requirement for critical or creative senior thesis work.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures at least one week before registration. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during their junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

ENGL 0402 Seminar: The Modernist Moment (Not offered 2003-04)
This course will focus on those decades in the early part of this century, roughly from 1914-1930, when poets on both sides of the Atlantic were deeply affected by the international modernist movement, which also swept the worlds of painting and music. In addition to reading some critical work on modernism, students will be expected to look closely at the work of poets such as T.S. Eliot, W.B. Yeats, Robert Frost, Wallace Stevens, and W.H. Auden. Students will be expected to write a lengthy final paper and to offer regular classroom presentations. (*Approval required.* Please apply at department office.) 3 hrs. lect.

ENGL 0406 Seminar: Shaw and Rattigan (Not offered 2003-04)
These two playwrights dominate British drama in the first half of the twentieth century. We will examine closely what they have in common, namely a mastery of the art of writing plays. But we will also examine their opposed accounts of human experience, the former offering a comic view and the latter offering a tragic one. This seminar will compare these differing accounts in order to investigate where their apparently opposite views overlap and intertwine. (*Approval required.* Please apply at department office). 3 hrs. lect.

ENGL 0407 Seminar: William Butler Yeats (Spring)
Extensive reading in Yeats's complete poetry. Background studies of A Vision, Mythologies, The Autobiography, and selected critical essays will go on concurrently, with attention to the symbolist movement in general and pre-Raphaelitism specifically. The burden of the seminar will be to engage as deeply and thoroughly as possible many of what are taken to be Yeats's major poems. (*Approval required:* Please apply at department office.) 3 hrs. lect. (R. Hill)

ENGL 0408 Seminar: D.H. Lawrence (Spring)
We will explore the ways in which Lawrence's dynamic literary style dramatizes his vision of how the destructive forces of the will, linked with con-

sciousness, industrialization, and the collective mass, are in mortal conflict with the redemptive and salvific forces of sexual passion, linked to the unconscious, nature and natural processes, and the absolute integrity and otherness of the individual. We will also consider how Lawrence's literary reputation has diminished in recent years in America (though much less so in England and elsewhere), and why he is now so infrequently taught in American colleges and universities. Works to be studied include the collected short stories, *Sons and Lovers, The Rainbow, Women in Love, St. Mawr, Lady Chatterley's Lover,* selected essays, and poems. (*Approval required.* Please apply at department office.) 3 hrs. lect. (D. Price)

ENGL 0409 Seminar: James Joyce (Not offered 2003-04)
We will study Joyce's major works of fiction, with the exception of *Finnegans Wake.* These include: *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses.* There will be some emphasis on background material to illustrate and clarify the rich array of specific details, settings, persons, and events which make up the turn-of-the-century world of Irish Catholic Dublin, the exclusive scene of all of Joyce's fiction. We will also consider various critical approaches to Joyce's monuments of modernism. (*Approval required.* Please apply at department office.) 3 hrs. lect.

ENGL 0410 Seminar: Joseph Conrad and Graham Greene (Not offered 2003-04)
These two authors are unique in their ability to write "thrillers" that nevertheless inhabit the highest precincts of literary art. Indeed, in their insistence that only a tenuous political and moral solidarity can safeguard us from a cosmos bereft of God and a radically fallen human nature, Conrad and Greene can be said to have, respectively, created and perfected "noir" fiction. We will read the major novels of both authors, including *Lord Jim, The Secret Agent, Nostromo, The Power and the Glory, The Heart of the Matter,* and *The Comedians.* (*Approval required.* Please apply at department office) 3 hrs. lect.

ENGL 0412 Seminar: The Novel's Narrators (Not offered 2003-04)
At the heart of great novels are great narratorsspeakers whose unique (sometimes warped) point of view colors and shadows every action and idea they narrate. Some questions we will examine include: Is telling a story an act that distances the narrator from that tale, or fatally involves him or her? How do we manage to see through "unreliable"' narrators when their version is the only one we hear? How do multiple narrators cohabit in one work? Can the narrator ever be the villain? Authors studied will include: Emily Brontë, Vonnegut, Robbe-Grillet, Ford, Nabokov, Graham Greene, Camus, Henry James. (*Approval required.* Please apply at department office.) 3 hrs. lect.

ENGL 0414 Seminar: Literature and Aesthetic Value (Not offered 2003-04)
In this course we will attempt to grapple with the weighty issue of literary value. How do we decide that a particular work of literature is good? How do certain works in the English literary tradition like Shakespeare's plays, for example become so thoroughly canonized as "great literature" that we accept their value unquestioningly? Why do certain works get left out of the canon? Are they simply bad books, or might there be social, historical, or political reasons for excluding certain works from the lineage of great literature? Readings will include various canonical texts (Wordsworth, Austen, Dickens) alongside other "questionable" texts, plus essays on aesthetics, canon-formation, and literary value. (*Approval required.* Please apply at department office) 3 hrs. lect.

ENGL 0415 Seminar: Poetic Extremes: Metamorphoses of Mind and Body (Not offered 2003-04)
This course considers ways in which literary texts investigate and represent extreme states of mind or body—madness, melancholy, love, "inspiration," illness, and death. Other concerns include the use of metamorphosis to express extreme mental states, renaissance medical theories of mind, and questions of gender. The latter part of the course will trace out the fate of some of these ideas in modern texts, focusing on three writers: Virginia Woolf (*Orlando*), Franz Kafka (*The Penal Colony, The Metamorphosis*), and Jeanette Winterson (*Written on the Body*). (*Approval required.* Please apply at department office) 3 hrs. lect.

ENGL 0418 Seminar: The Pastoral Tradition (Not offered 2003-04)
The image of a green world, in which humans live in harmony with nature and devote themselves to love and poetry, has long been both cherished and satirized. We will ground our investigation of this ideal in the Twenty-Third Psalm of David and the First Eclogue of Virgil, then turn to poems by Sidney, Spenser, Marlowe, and Raleigh. After reading Shakespeare's *As You Like It* and Gray's "Elegy Written in a Country Churchyard," we will spend several weeks on the works of Wordsworth. During the seminar's second half we will read Eliot's *Silas Marner,* Hardy's *Far From the Madding Crowd,* Grahame's *The Wind in the Willows,* Milne's *Winnie the Pooh,* Woolf's *To the Lighthouse,* and the poetry of Seamus Heaney and Mary Oliver. Participants will present oral reports on such related topics as the art of Blake and Constable, the music of Beethoven and Britten, and the transformation of England from a rural to an industrial society. (*Approval required.* Please apply at department office) 3 hrs. lect.

ENGL 0420 Shakespeare and the Politics of Appropriation (Fall)
Although it sometimes comes as a shock to learn that

the plots of most of Shakespeare's plays were lifted from other works, the more closely one studies how Shakespeare adapted his sources, the more fully one admires and understands both the plays and the playwright. In order to explore the implications of "appropriating" texts according to various discourses and exigencies, we will examine not only how Shakespeare adapted certain well-known authors (such as Ovid, Holinshed, Plutarch, and Cinthio), but also how others, in turn, have adapted Shakespeare for their own creative and political ends. We will thus survey the history of Shakespearean appropriation, century by century, up to the present day, to learn about the controversies and changing ideals that have shaped the very idea of "Shakespeare." The varied syllabus will include reading in original Renaissance texts, theoretical criticism, and some film analysis. We will give particular consideration to the "politics" of race, class, gender, sexuality, identity, and authorship. There will be periodic screenings during the term. (*Approval required.* Please apply at department office.) 3 hrs. lect w/screen. (T. Billings)

ENGL 0424 Senior Seminar: The Beast in the Jungle (Fall)
This course is an exploration of the Conradian tradition in 20th century literature. In this tradition, writers portray the western self in willfully heightened conditions of isolation, wilderness, and extremity, stalking a kind of ultimate knowledge or experience, waiting for the "beast"-which may be only him or herself-to spring into view. Readings include Conrad, Kafka, Evelyn Waugh, Graham Greene, Malcolm Lowry, J.M. Coetzee, Saul Bellow, Bruce Chatwin, Marguerite Duras, Peter Matthiesson, Michael Herr, Tobias Schneebam, Redmond OHanlon, and A.B. Yehoshua,. There will also be several film screenings. (*Approval required.*) (Please apply at department office.) 3 hrs. lect. (R. Cohen)

ENGL 0425 Seminar: Booker Prize Novels, 1968-2003 (Spring)
The Booker Prize for Fiction is awarded annually to a writer from the British Commonwealth or the Republic of Ireland for the most outstanding full-length novel published in the U.K. that year. This seminar will undertake the study of a selection of the best of the Booker Prize-winning novels since the inception of this controversial award in 1968. Works—among them, Penelope Lively's *Moon Tiger* (1987), Kasuo Ishiguro's *The Remains of the Day* (1988), Michael Ondaatje's *The English Patient* (1992), and Peter Carey's *True History of the Kelly Gang* (2001)—will reflect a diversity of writers, settings, and styles. We will also read the 2003 Booker Prize novel, to be announced in October. The seminar will provide opportunities for research into living authors and contemporary criticism. We will also discuss issues of literary quality and innovation as well as those of literary marketing and publicity. Film adaptations of the novels will also be discussed. A prior course in fiction is expected. (Approval required.) (Please apply at department office). 3 hrs. discussion. (E. Napier)

ENGL/INTL 0446 New Social Movements (Spring)
See International Studies for description. This course is equivalent to INTL 0446 and GEOG 0446.

ENGL/INTL 0452 Politics and the Novel (Fall)
See International Studies for description. This course is equivalent to ENGL 452 and PSCI 0352.

ENGL/ENVS 0453 Seminar: Wordsworth and Basho (PO) (Not offered 2003-04)
Wordsworth's poetry brought new imaginative power to "the religion of nature" in romantic England. Basho distilled and refined Japan's natural aesthetic. In addition to our close readings of these influential poets, we will explore their social, religious, and artistic contexts. Each had a strong affinity with one painter (Wordsworth with Constable, Basho with Sesshu) that particularly rewards attention. This seminar is intended for juniors and seniors either majoring in literature or majoring in environmental studies (ENVS) with a focus in the humanities. In the latter case, all three ENVS core courses should have been completed prior to enrollment. (Approval required. Please apply at department office.)

ENGL/LITS 0705 Seminar: Senior Colloquium in Literary Studies (Fall)
See Program in Literary Studies listings for description. *(Approval required.)* (S. Donadio)

CREATIVE WRITING

All writing courses are workshops; therefore, places are limited, and, except for ENGL 0170, ENGL 0175, and ENGL 0185, admission is by approval. English and American literature majors are generally given priority, then concentrators. Please come to the English department office at least one week prior to registration.

LEVEL ONE

The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basics of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend ENGL 0170 as the entry course to the writing sequence, although ENGL/THEA 0218 or ENGL/THEA 0240 may be substituted. See course descriptions for details.

ENGL 0170 Introduction to Creative Writing (Fall, Spring)
An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers

and regular discussion of student writing. Different instructors may choose to emphasize one literary form or another in a given semester. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to ENGL 0380, ENGL 0385, ENGL 0370, and ENGL 0375. 3 hrs. lect. **ART** (fall: staff; spring: staff)

ENGL 0175 The Structure of Poetry (Fall)
An introduction to the reading and writing of poetry emphasizing its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." Among the poets we shall read are Seamus Heaney and Charles Simic. Students will write their own poems and give oral reports on contemporary poets. 3 hrs. lect. **ART** (Mr. Parini)

ENGL/TEDU 0185 Writing for Children and Young Adults (Fall)
This course is an introduction to writing for children and young adults through analysis of model short fiction and novels, and regular discussion of student writing. We will focus on craft and form with particular attention to the demands of writing for a young audience. Emphasis will be on composition and revision. 3 hrs. lect. **ART** (C. Cooper)

ENGL/THEA 0218 Playwriting I (CW 15) (Fall)
See Department of Theatre, Dance, and Film/Video listings for description.

ENGL/FMMC 0240 Screenwriting Workshop I (CW 12) (Fall, Spring)
See Department of Film and Media Culture listings for description. **ART**

Level Two

The second level of courses in the writing sequence consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by waiver. Students must have taken the appropriate Level One prerequisite course. A student wishing to take a Level Two workshop without the appropriate prerequisite may do so by waiver of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level Two courses (except ENGL 0385) may be elected more than once, provided the student has a grade of B+ or better in the first Level Two course.

ENGL/FMMC 0228 Advanced Playwriting II (Not offered in 2003-04)
See Department of Film and Media Culture listings for description.

ENGL/FMMC 0341 Screenwriting Workshop II (Spring)
See Department of Film and Media Culture listings for description. (D. Mitchell)

ENGL 0370 Workshop: Fiction (Fall, Winter, Spring)
Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (ENGL 0170) (*Approval required.* Please apply at department office.) 3 hrs. lect. **ART** (R. Cohen, T. Payne)

ENGL 0375 Workshop: Poetry (Spring)
This course will involve the reading and writing of contemporary poetry. It is designed for students who already possess some familiarity with poetry and its traditions and who want to concentrate especially on contemporary work as an adjunct to their own development as poets. Students will read a good deal of poetry, including such writers as Elizabeth Bishop, Seamus Heaney, and Charles Simic. Assignments will include the keeping of a daily notebook, writing poems on a regular basis, and giving oral reports. Close attention will be paid to poetic form and the conventions of poetry. A final portfolio will include revisions of poems and critical writing. (*Approval required.* Please apply at department office.) 3 hrs. lect. **ART** (J. Parini)

ENGL 0380 Workshop: Nonfiction (Fall)
Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (*Approval required.* Please apply at department office.) 3 hrs. lect. (D. Bain)

ENGL 0385 Workshop for Nature Writers (Not offered 2003-04)
Our focus in this workshop will be on producing essays that combine close observation of the natural world with personal narrative and reflection. Journal-keeping, the study of natural history, exercises in writing and drawing out of doors, and reading of such contemporary nature writers as Annie Dillard and Barry Lopez will help to inform both our discussions and the portfolios of finished work which members of the class produce. (*Approval required.* Please apply at department office.) 3 hrs. lect. **ART**

ENGL 0390 Feature Writing: A Workshop in Magazine Journalism (Fall)
We will focus on learning to write magazine-length articles, with the goal of publishing them in local and regional periodicals. We will read and discuss some

writing in class, but much of the instruction will take place in editing sessions. (*Approval required.* Please apply at department office). **ART** (W. McKibben/S. Halpern)

LEVEL THREE
The third level of courses in the writing sequence consists of writing tutorials for students who have completed one Level One and two Level Two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American Literature major must have taken two Level Two workshops with a minimum average of B+ for the two workshops. No more than one 0300-level workshop may be taken in winter term.

SPECIAL PROJECTS
The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (ENGL 0560) may be undertaken after completion of the introductory and two Level Two workshops in writing.

ENGL 0500, ENGL 0520, ENGL 0560 SPECIAL PROJECTS (FALL, WINTER, SPRING)

THESES AND ESSAYS
Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or, in the case of a creative project, two 300-level writing workshops) should elect either ENGL 0700, ENGL 0701, ENGL 0710, or ENGL 0711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (ENGL 0700 or ENGL 0701), which can be converted to a thesis if work proceeds well during the first term.

ENGL 0700 Senior Essay: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. (E. Napier, staff)

ENGL 0701 Senior Essay: Creative Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction. (staff)

ENGL 0710 Senior Thesis: Critical Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. (E. Napier, staff)

ENGL 0711 Senior Thesis: Creative Writing (Fall, Winter, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction. (staff)

ENGL 0720 Senior Comprehensive Program (Winter)
Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and an oral examination. Required of all English majors. (staff)

PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Glenn Andres (history of art and architecture), Thomas Beyer (Russian), Alison Byerly (English), Robert Churchill (geography), Raymond Coish (geology), John Elder* (English and environmental studies), James Larrabee (chemistry and biochemistry), Tamar Mayer (geography), Christopher McGrory Klyza* (political science and environmental studies) (program director), John McWilliams (American literature and civilization), David Napier (sociology/anthropology), Andrea Olsen (theatre, dance, and film/video), Bob Osborne (psychology), Bruce Peterson (mathematics and computer science), Bob Prigo (physics and teacher education), David Rosenberg (political science), Sallie Sheldon (biology), Stephen Trombulak* (biology and environmental studies), James West (humanities), Christopher K. Wilson (humanities), Richard Wolfson (physics); *Associate Professors:* Patricia Manley (geology), Thomas Moran (Chinese), Charles Nunley (French), Helen Young (biology); *Assistant Professors:* David Eaton (sociology/anthropology) , Rebecca Gould (religion), Heidi Grasswick (philosophy), Jonathan Isham* (economics), Judith Layzer (political science), Andrea Lloyd (biology), Kathryn Morse* (history), Jeffrey Munroe (geology), Peter Nelson (geography), Peter Ryan* (geology), Kathy Skubikowski (English), David Stoll (sociology/anthropology), Jacob Tropp (history), David West (geology); *Visiting Assistant Professors:* Michael Sheridan (sociology/anthropology); *Lecturers:* Nan Jenks-Jay* (environmental studies), Don Mitchell (English); *Visiting Lecturer:* David Bain (English); *Associates in Science Instruction:* Vickie Backus (biology), Matthew Landis (biology), Amy Seidl* (environmental studies); *Environmental Teaching*

Associate: Diane Munroe*; *Scholar-in-Residence in Environmental Studies:* William McKibben
***Steering Committee**

The field of environmental studies (ENVS) explores the relationship between humans and their environment. Students pursuing the ENVS major work in a variety of disciplines, including anthropology, biology, chemistry, the arts, economics, geography, geology, history, literature, philosophy, physics, political science, psychology, and religion. The Program in Environmental Studies is designed to provide students an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as to provide in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, such as environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one, fully equivalent to most joint majors. Students who have not made a significant start on the requirements by the end of the sophomore year should not plan on majoring in environmental studies. It is strongly recommended that interested students consult with the director or another member of the Steering Committee before declaring a major in ENVS.

Required for the Major in Environmental Studies: The ENVS major is composed of course work in four areas: (1) a set of core courses to be completed by the end of the junior year, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Except for transfer students, the core courses must be taken at Middlebury College. A maximum of two courses taken off campus may be credited toward completion of the major. The student's adviser must approve all such off-campus courses.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in environmental chemistry, environmental geology, geography, or human ecology automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

Minor in Environmental Studies: The minor in environmental studies consists of five courses from across the humanities, natural sciences, and social sciences: ENVS 0112; ENVS or PSCI/ENVS 0211; ENVS 0215; one course from among ECON 0265, ENGL/AMLT 0315, ENGL/ENVS 0352, GEOG 0206, HIST 0222, PHIL 0356, PSCI 0214, RELI 0295, RELI 0395, SOAN 0211, or THEA 0277; one course from among BIOL 0190, CHEM/GEOL 0283, ENVS/PHYS 0240, ENVS 0360, or GEOL 0112.

Program Honors: Seniors may pursue an independent honors project by taking one or more semesters of ENVS 0500 followed by one semester of ENVS 0700. With prior approval from the director, a multi-credit 0700 project or its equivalent in another department may also qualify an ENVS joint major for program honors in environmental studies. Joint majors may also need to satisfy additional requirements for honors based on the criteria set by the non-ENVS discipline of their joint major. Students who are joint majors should discuss their honors requirements with their advisers. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

Advanced Placement: Students receiving a score of 5 on the Advanced Placement Examination in environmental science will receive credit for ENVS 0112.

International Environmental Studies: For students interested in concentrating in international environmental studies, we recommend the following approach: (1) select the existing focus that most closely meets your academic goals (for example, environmental economics to work on environment and development or conservation biology to work on global biodiversity issues); (2) undertake language training, if relevant, for the areas of the world in which you plan to study; (3) study abroad for a year or semester to gain a deeper understanding of the issues and areas that most interest you; and (4) weave some of the following courses, which explicitly deal with international and comparative environmental issues, into your academic career: ECON 0429, ENGL/ENVS 0352, ENVS/PHYS 0240, FREN 0315, GEOG 0206, GEOG 0210, HIST 0419, PSCI 0214, RELI 0395, SOAN 0211, SOAN 0333.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the humanities, natural sciences, and social sciences, as well as basic approaches critical to understanding human interactions with the environment. All of these core courses must be completed by the end of the junior year.

ENVS 0112 Natural Science and the Environment
BIOL 0190 Ecology
ENVS 0211 Conservation and Environmental Policy
ENVS 0215 Nature's Meanings
GEOG 0320 Geographic Information Systems

Note: Only those students who have completed all five of the core courses are eligible to enroll in ENVS 0401 or to sign up for ENVS 0700.

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. Some foci qualify the student for joint major status. Note that each focus falls in one of three broad groupings.

Environmental Science

Conservation Biology: BIOL 0195; BIOL 0492; two research methods courses, chosen from BIOL 0302, BIOL 0304, BIOL 0323, and ENVS 0360; one organismal course, chosen from BIOL 0201, BIOL 0202, BIOL 0203, and BIOL 0310; two additional courses chosen from among BIOL 0390, BIOL 0395, and BIOL 0490, plus any of the courses listed as research methods or organismal courses if they were not used to satisfy those requirements. Note: Winter term courses and off-campus courses cannot be used to satisfy the research methods or organismal course requirements without specific approval by your adviser.

Environmental Chemistry: CHEM 0103; CHEM 0104 or CHEM 0107; CHEM 0241; CHEM 0242; CHEM/GEOL 0283; a 0300- or 0400-level CHEM course (excluding CHEM 0400); and at least a one semester independent study project in CHEM or ENVS focusing on chemistry and the environment. Students may place out of CHEM 0103, but must take an additional 0300- or 0400-level CHEM course (excluding CHEM 0400). See the description of the chemistry major for more information on placement. (This focus qualifies students for joint major status.)

Environmental Geology: GEOL 0112 or GEOL 0170; two courses from among GEOL 0201, GEOL 0211, or GEOL 0281; one course from either Block 1 [GEOL/GEOG 0255, GEOL 0333, GEOL/GEOG 0352] or Block 2 [GEOL/GEOG 0251, GEOL/GEOG O257, GEOL/CHEM 0283]; one course from either Block 3 [GEOL 0300, GEOL 0321] or Block 4 [GEOL 0301, GEOL 0342, GEOL 0382]; GEOL 0400; two units of GEOL 0700. Graduate schools require additional courses in the cognate sciences of biology, chemistry, computer science, mathematics, and physics. Students should consult with their advisers regarding additional cognates. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: MATH 0120 or MATH 0121; ECON 0155; ECON 0210; ECON 0255; ECON 0265; ECON 0465; one course from among ECON 0325, ECON 0425, ECON 0428, ECON 0429, and ECON 0444.

Environmental Policy: ECON 0155; ECON 0265; ECON 0210 or MATH 0116 or PSYC 0201; GEOG 0206 or PSCI 0214; PSCI 0421; two Political Science courses at the 0200-0300 level.

Geography: GEOG 0100; GEOG 0310; GEOG 0340; three courses at the 0200-level; a 0400-level seminar; the senior oral examination in geography. (This focus qualifies students for joint major status.)

Human Ecology: SOAN 0103; SOAN 0105; SOAN 0211; SOAN 0301 or SOAN 0302; SOAN 0305 or SOAN 0306; two electives related to the topic of human ecology (to be selected in consultation with your advisor) from among Sociology-Anthropology offerings at the 0200-0300 level, plus either SOAN 0700 (one semester senior essay) or SOAN 0710 (two semester honors thesis). (This focus qualifies students for joint major status).

Environmental Perspectives

Creative Arts: ARDV 0116 or ARDV 0159; THEA 0277; two courses from among HARC 0211, HARC 0220, HARC/AMCV 0245, HARC 0250, MUSC 0295, RELI 0295, or THEA 0276; three studio courses in one discipline, two of which must be above the 0200 level (selected in consultation with the student's arts adviser; currently limited to the fields of dance and studio art); a senior independent project in the discipline of the selected studio courses.

Environmental History: HIST 0222; two history lecture courses in chosen area of study at 0200-0300 level (U.S., Europe, Russia, Latin America, Asia, Africa/Middle East); for those studying U.S. history, one of these courses must be at the 0300 level; one history readings course in chosen area; one history writing and research seminar or HIST 0500 in chosen area; one course from among HARC 0218, HARC/AMCV 0245, HARC 0250, PHIL 0356, RELI 0120, RELI 0130, RELI 0150, RELI 0160, RELI 0220, RELI 0221, RELI 0225, RELI 0281, RELI 0295, RELI 0320, RELI 0327, RELI 0371, RELI 0395, or one literature course at 0200-0300 level in chosen area of study; one course from among GEOG 0206, PSCI 0214, PSCI 0421, SOAN 0211, SOAN 0321.

Environmental Nonfiction: ENGL 0170; LITP 0101; AMLT 0202; ENGL/AMLT 0315; two semesters of Level Two writing workshops, with either ENGL 0380 or ENGL 0385 repeatable by permission of the instructor; one term of ENGL 0701 or two terms of ENGL 0711.

Literature: LITP 101; ENGL 0204; AMLT 0202; two courses from among AMLT 0203, AMLT 0204, AMLT 0306, AMLT 0340, AMLT 0355, ENGL 0240, ENGL 0250, ENGL 0311, ENGL 0330, ENGL 0331, ENGL 0332, FREN 0315, and SPAN 0384; ENGL/AMLT 0315; ENGL/ENVS 0352.

Religion, Philosophy, and the Environment: RELI 0295; RELI 0395 or PHIL 0356; at least one introductory level course from among RELI 0110, RELI 0120, RELI 0190, PHIL 0150, or any additional 0100 or 0200 level RELI or PHIL course with approval of the adviser; an additional four courses from among PHIL 0205, PHIL 0206, GEOG 0206, PSCI 0421, and any 0300-0400-level course in philosophy or religion with approval of the adviser; at least one semester of independent study related to the focus (ENVS 0500).

III. Cognate Courses: Two of the following courses are required, with the restrictions that (1) students focusing in an environmental science (biology, chemistry, or geology) must take both of their cognates outside of the natural sciences; (2) students focusing in an area other than environmental science must take both cognates as science courses with laboratory (these courses are in addition to ENVS 0112 and BIOL 0190); and (3) courses in a student's focus or focus department cannot count as cognates.

Not all of these courses are offered each year; check with the relevant department to determine course offerings. Laboratory courses are followed by (L).

AMLT 0202 American Literature: 1830-1865
AMLT/ENGL 0315 Visions of Nature
BIOL 0302 Vertebrate Natural History (L)
BIOL 0304 Aquatic Ecology (L)
BIOL 0323 Plant Ecology (L)
BIOL 0492 Conservation Biology Seminar (L)
CHEM/GEOL 0283 Environmental Geochemistry (L)
ECON 0265 Environmental Economics
ECON 0429 Environment, Trade, and Foreign Aid in Latin America
ECON 0465 Special Topics in Environmental Economics
ENGL 0311 Nature's Renaissance
ENGL/ENVS 0352 Wordsworth and Basho
ENGL 0385 Workshop for Nature Writers
ENVS/PHYS 0240 Global Climate Change (L)
ENVS 0302 Environmental Education
ENVS 0360 Environmental Science Practicum (L)
FREN 0315 Beyond Versailles: Encounters with Nature in French Literature
GEOG 0206 Human Impact on the Global Environment
GEOG 0210 Geographic Perspectives on International Development *or*
GEOG 0211 Economic Geography
GEOG 0221 Rural Geography
GEOL 0112 Environmental Geology (L) *or*
GEOL 0170 Dynamic Earth (L)
GEOL 0161 Elements of Oceanography (L)
GEOL 0201 Bedrock Geology of Vermont (L)
GEOL 0251 Geomorphic Processes (L)
GEOL 0255 Surface and Ground Water (L)
GEOL/GEOG 0257 Soils, Geology, and the Environment (L)
GEOL 0352 Quaternary Geology (L)
HARC/AMCV 0245 The American Landscape: 1825-1865
HARC 0250 The History of Landscape Photography
HIST 0222 Introduction to Environmental History
HIST 0406 Readings in American History: American Environmental History
HIST 0419 Readings in African History: Environmental History of Africa
MUSC 0295 Music and the Natural Environment
PHIL 0356 Philosophy and the Environment
PSCI 0214 International Environmental Politics
PSCI 0421 Seminar in American Environmental Politics
PSYC 0401 Environmental Problems and Human Behavior
RELI 0295 Faith, Freedom, and Ecology
RELI 0395 Religion, Ethics, and the Environment
SOAN 0159 Human Origins, Culture, and Biodiversity
SOAN 0211 Human Ecology
SOAN 0321 Native Peoples of the Americas
SOAN 0333 Africa: Environment and Society
SPAN 0384 Place and the Environment in Spanish American Fiction
THEA 0277 Body and Earth

In addition, students may take any winter term course listed as an environmental studies course. Other off-campus programs may count as one or two cognates with prior approval of the student's adviser.

IV. Senior Experience: All seniors are required to take ENVS 0401, a course devoted to a particular regional case study and requiring significant interdisciplinary work.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ENVS 0500 Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ENVS 0500.

Honors Program: Seniors may enroll in ENVS 0700 in order to pursue an independent honors project. See full discussion above.

ENVS 0112 Natural Science and the Environment (Fall, Spring)
We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. **SCI** (S. Trombulak)

BIOL 0190 Ecology (Fall, Spring)
See Department of Biology listings for description. (fall: A. Lloyd; spring: S. Sheldon)

ENVS/PSCI 0211 Conservation and Environmental Policy (Spring)
See Political Science Department for description. **SOC USA NOR** (C. Klyza)

ENVS 0211 Conservation and Environmental Policy (CW 15) (Fall)
The course will cover the formation and implementation of conservation and environmental policy at local, state, national, and international levels. The course will explore how stakeholders and institutions critically affect the policy process, focusing on historic policy challenges in the United States and current policy challenges in Vermont. The course will be built around field-based service-learning projects that illustrate the policy process in action. In designing and implementing these projects, students will frame research questions that build on their own experiences in the field as well as the environmental policy literature. For example, are collaborative solutions to non-point-source problems sustainable without the credible threat of legal action? Has excessive liability under Superfund legislation prevented the remediation of hazardous wastes? The service impact of these projects will be to assist a set of stakeholders to improve the management and stewardship of selected ecosystems and natural resources. 3 hrs. lect./disc. **SOC USA NOR** (J. Isham)

ENVS 0215 Nature's Meanings: The American Experience (Fall, Spring)
What we think of as "nature" today is the result of a complex and fascinating history. The many meanings of nature emerge from Americans' experiences of the physical world and their understandings of, and contests over, their place in that world. This course will investigate how American meanings of nature have changed from European-Native contact to the present. How have changing meanings reshaped American culture and the natural environment? These questions will be addressed from historical, literary, religious, and philosophical perspectives. Readings may include: Emerson, Thoreau, Marsh, Muir, Leopold, and Carson, as well as other Euro-American and Native American writers. **LIT HIS USA NOR** (fall:R. Gould; spring: D. Mitchell)

GEOG 0320 Geographic Information Systems (Fall, Spring)
See Department of Geography listings for description. **DED SOC** (B. Churchill)

ENVS/WAGS/ENGL 0226 Blood/Land/Memory: Reading Race, Gender & Environment (Spring)
The ideologically loaded term "blood" indexes the physicality of the body, filial relations, as well as race/ethnicity, nationality, class, gender, and sexuality. We will read poetry and prose by Caribbean, Chicana/o, Native American, Asian American, and African American writers. Through readings and class discussions we will explore the impact of emplacement and displacement, voluntary and forced migration, and ethnic and ecological genocides, upon peoples gendered relationships, on the land, and on the formation and continuation of communities of shared memories. 3 hr. sem. **LIT AAL** (V. Alston)

ES/WG/EL 232 Blood/Land/Memory: Reading Race, Gender & Environment (Spring)
The ideologically loaded term "blood" indexes the physicality of the body, filial relations, as well as race/ethnicity, nationality, class, gender, and sexuality. We will read poetry and prose by Caribbean, Chicana/o, Native American, Asian American, and African American writers. Through readings and class discussions we will explore the impact of emplacement and displacement, voluntary and forced migration, and ethnic and ecological genocides, upon peoples gendered relationships, on the land, and on the formation and continuation of communities of shared memories. 3 hr. sem. **LIT AAL OTH** (V. Alston)

ENVS/PHYS 0240 Global Climate Change (Fall)
In 1995 the U.N.-sponsored Intergovernmental Panel on Climate Change cautiously suggested "a discernable human influence on climate." By its 2001 report, the IPCC boldly declared that "most of the warming observed over the last 50 years is attributable to human activities." Why do human activities affect climate? What climatic changes can we expect, and what will be their impacts? The answers to these questions lie, fundamentally, in the basic physical processes that govern the flows of energy to and from Earth and its atmosphere, the changing composition of the atmosphere, and the cycling of material substances among Earth, atmosphere, and oceans. This course explores these processes and their implications for human-induced climate change, giving students a solid grounding in the latest understandings of climate science. Students will work with real climatic data and will develop simple climate models capable of exploring future climate scenarios. (MATH 0121 or waiver for high-school calculus) 3 hrs. lect. and workshop **SCI DED** (R. Wolfson)

ENVS/ENGL 0290 Globalization & Environmental Justice in Literature and Film (Fall)
This introductory course examines the interplay between globalization and environmental and social justice as primarily represented in literary and filmic treatments of the Caribbean. The goal of the course is to foster understanding, through the analysis of literature and film, of how people's relationships to the

environment are determined, in part, by world historical processes. We move from narratives relating the conquest of the New World to the industrial age. We conclude with a documentary that examines the impact of globalization on a small Caribbean island nation. 3 hr lect. **LIT AAL OTH** (V. Alston)

ENVS 0302 Environmental Education (Fall)
The focus of our curricular and philosophical discussions, as well as of our labs, will be on the landscape and communities of the Champlain Bioregion. We will investigate ways in which an interdisciplinary, field-based approach can enhance students' experience of wholeness in their education. While reading such thinkers as Edith Cobb, John Dewey, Rachel Carson, and David Sobel, we will also relate their insights to the natural, environmental, and artistic character of our own place. Labs will offer a chance to visit local schools, in preparation for internships in the second half of the semester. 3 hrs. disc., 3 hrs. lab (J. Elder)

ENVS 0360 Environmental Science Practicum (Spring)
The focus of this course is on a group research project designed to answer a specific question in the environmental sciences that involves integration of information and techniques across the disciplines of biology, chemistry, geology, and physics. The specific project will change from year to year, but may include investigation of questions related to water quality, soil chemistry, and forest ecology. The goals will be to gain experience with the skills necessary to conduct research in the environmental sciences, acquire a practical understanding of the interdisciplinary nature of environmental science, and develop an appreciation for the power of scientific methodology to answer questions about the environmental effects of human activities. (ENVS 0112, plus at least one introductory lab course in either biology, chemistry, geology, or physics) 2 hrs.lect., 3 hrs lab. (P. Ryan and S. Trombulak)

ENVS/DANC 0377 Nature and Creativity (Spring)
In this course we will explore the relationship between the creative process and natural processes and phenomena. Among our activities will be: weekly outdoor sessions of observation; journal writing; and sketching; reading of essays by contemporary nature writers and scientists; and exercises focusing on the connection between the human body and the environment. Course work will include a public presentation demonstrating expertise in one art form. (Two ES core courses and two studio courses-dance, music, visual art, film/video, theatre, creative writing - or by approval). 3 hrs. lect./disc. **ART** (J. Elder, A. Olsen)

ENVS 0401 Environmental Studies Senior Seminar (Fall, Spring)
A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a collaborative research project. (Senior standing; ENVS 0112, BIOL 0190, ENVS 0211, ENVS 0215, and GEOG 0320) 3 hrs. disc. (fall:K. Morse; spring:N. Jenks-Jay)

ENGL/ENVS 0453 Seminar: Wordsworth and Basho (PO) (Not offered 2003-04)
See English Department for description.

ENVS 0500 Independent Study (Fall, Winter, Spring)
A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. (*Approval only*) (staff)

ENVS 0700 Senior Honors Work (Fall, Winter, Spring)
The final semester of a multi-semester research project on a topic pertinent to the relationship between humans and the environment. (Previous semesters of work would have been conducted as ENVS 0500 Independent Study projects.) The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ENVS faculty and students in a public forum. (Senior standing; ENVS 0112, BIOL 0190, ENVS 0211, ENVS 0215, GEOG 0320, and ENVS 0500; *Approval only*) (staff)

FILM AND MEDIA CULTURE

Professors: Leger Grindon (director), Ted Perry; *Assistant Professors*: Christian Keathley, Jason Mittell; *Visiting Assistant Professor*: Deborah Ellis; *Lecturer:* Don Mitchell

The Program in Film and Media Culture is dedicated to the study of film and visual media as a vital aspect of a liberal arts education. Our students will study film and visual media as products with intrinsic significance as well as in relation to the cultures that produced them. Our goals are to provide students with a broad historical and international background in film and visual media; to help students develop a familiarity with the formal properties of film and visual media; to help students develop critical and analytical tools for the study of film and visual media; to encourage students to ask meaningful questions of the film and visual media by seeing them as manifestations of culture in a historical context; and to provide the opportunity for students to produce media works similar to those under study.

For up-to-date information on courses, application forms for independent projects, guidelines, faculty office hours and other information, consult the program's Web site at http://www.middlebury.edu/~filmvid.

Required for the Major in Film and Media Culture:

Core course requirements: FMMC 0131 Film History II 1945-present, FMMC 0231 Film History I 1895-1945, FMMC 0236 TV and American Culture, FMMC 0246 Media Technology and Cultural Change or FMMC 0275 American Cultural Studies or SOAN 0270 Cultural Studies FMMC 0431 Senior Seminar in Film and Media Culture.

Seven electives from clusters listed below: Students must take at least one from each cluster.

Media and Arts Criticism: FMMC/AMCV 0134 American Film Genres, HARC 0218 History of Photography, FMMC 0233 Masterworks of American Cinema, FMMC 0238 Film Noir, FMMC/ENGL 0239 Cinema of Alfred Hitchcock, FMMC 0242 Film Comedy, HARC 0310 On Photography: Aesthetics and Criticism of the Camera Image, FMMC/HARC 0340 Film and Modernism, FMMC 0342 Authorship and Cinema

Media and Society: PSYC 0202 Research Methods in Psychology, AMCV 0211 Formation of Modern American Culture II: 1920-2000, FMMC 0232 Documentary: Art of Nonfiction Film, FMMC 0246 Media Technology and Cultural Change [count as elective if not used for core requirement], FMMC 0275 American Cultural Studies [count as elective if not used for core requirement] FMMC/AMCV 0343 American Media Industries, SOAN 0347 Social Problems, SOAN 0301 The Research Process: Survey Research, SOAN 0302 The Research Process: Ethnography & Qualitative Methods

Media and Arts Production: FMMC 0135 Sight & Sound I, FMMC/ENGL 0240 Screenwriting Workshop I, FMMC/ENGL 0243 Introduction to Digital Imaging, ART 0327 Photography

International Media: FMMC 0244 International Cinema, FMMC/JAPN 0237 Japanese Cinema, FMMC 0241 French Cinema, FMMC/CHNS 0250 Contemporary Chinese Cinema, FMMC/JAPN 0175 Anime: Japanese Animation, FMMC/GRMN 0314 German Cinema, FMMC 0345 French New Wave, FMMC/ISLA 0437 Internationalizing Culture: Beyond the Borders in Modern Art and Film

Independent Project/Honors Thesis: In order to be eligible to do an independent project or an honors thesis project the following courses would be required: for a video project- - FMMC 0135, FMMC 0235, FMMC/ENGL 0240; for a screenplay project - FMMC 0135, FMMC/ENGL 0240, FMMC/ENGL 0341; for a research essay-demonstrated knowledge in the topic of the essay, and, for those doing empirical research, one research methods course: SOAN 0301, or SOAN 0302 or PSYC 0250.

Declaring the major: Before declaring a film and media culture major, the student must have earned a B or better in one of the core courses.

Minor: Three of the following four courses - FMMC 0131 Film History 2 1945-present, FMMC 0231 Film History 1 1895-1945, FMMC 0236 TV and American Culture and FMMC 0246 Media Technology and Cultural Change. In addition, minors must take three additional courses that are listed or cross-listed as FMMC (one of which may be the fourth course listed above). At least one of the three electives must be at the 0300 or 0400 level. Only one of the three elective may be from the production/screenwriting track.

Joint Major: The plan for joint majors is negotiated between the student and the two departments in which the joint program of study is pursued. An independent project (FMMC 0507) must combine aspects of both majors and in most cases will require approval, supervision and evaluation from both departments or programs. The film and media culture part of the joint major requires the core course requirements listed above, other courses appropriate to the independent project, and the FMMC 0507 independent project.

Honors: During the first term of their senior year, and during the first week of classes, students may apply to undertake a senior project (FMMC 0707) for honors, with the project to be completed the last term of the senior year. To undertake such a project the student must have a A- average on courses in the major, have taken the courses necessary to do the FMMC 0707, and also present an acceptable proposal to the faculty in film and media culture. Honors will be awarded by the faculty of film and media culture based on merit.

FMMC 0131 Film History: 1945 to Present (Spring)

This course will survey the development of the cinema from the end of World War II to the present. Our study will emphasize film as an evolving art while bearing in mind the influence of technology, economic institutions, and the political and social contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant garde. The class will also offer an introduction to key aspects of film form, including narrative, mise en scene, editing, and sound. 2 hrs. lect/3 hrs. screen./1 hr.disc. **ART** (C. Keathley)

FMMC/AMCV 0134 American Film Genres (Fall)

The course will study the form and development of Hollywood film genres such as the science fiction film, the gangster film, the musical, and the romantic comedy, in order to determine what we can learn from these texts about ourselves and our culture. The conventions, archetypes, and common plots of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Screenings, readings, and written reports. 2 hrs. lect./3 hrs. screen./1 hr. disc. **ART USA NOR** (L. Grindon)

FMMC 0135 Sight and Sound I (Winter)
The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using digital cameras and non-linear editing equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways that convey information and express feelings. (Priority given to first- and second-year students). 3 hrs. lect/3 hrs lab. **ART** (C. Keathley)

FMMC/JAPN 0175 Anime: Japanese Animation (Fall)
Animated films (Japanese anime) have generated new excitement worldwide. Sophisticated anime films raise serious questions about our existence and identity, about the relationship of the present to myths of the past, about the body and its transformations, about the power of the erotic, and about human aspirations in a mechanized world. In this course we will investigate anime in its cultural contexts with special attention to the artistic relations anime has with cinema. Films for study include *Metropolis, Grave of the Fireflies, Ghost in the Shell, Princess Mononoke,* and *Spirited Away*. 3 hrs. lect **ART** (C. Cavanaugh)

FMMC 0231 Film History 1895-1945 (Fall)
This course will survey the development of the cinema from 1895 to World War II. Our study will emphasize film as an evolving art, while bearing in mind the influence of technology, economic institutions, and the political and social contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant garde. 3 hrs. lect./3 hrs. screen. (L. Grindon)

FMMC 0232 Documentary: Art of the Nonfiction Film (Spring)
Documentary film combines nonfiction with an aesthetic aspiration. This course will explore the achievement in the documentary, raising issues about the influence of documentary upon political persuasion, historical memory, the status of film as evidence, and its utility as a means of investigation. Questions will be posed, such as: Can documentary achieve a distinctive understanding of a phenomenon? How does nonfiction address/guide the relationship between sound, image, and subject? The course will offer a historical perspective, as well as study contemporary works, with the aim of preparing students to both understand and produce documentary films. **ART** 3 hrs. lect./3 hrs. screen. (L. Grindon)

FMMC 0233 Masterworks of American Cinema (Not offered 2003-04)
If cinema is to be considered an art form, then there must be films that justify this claim. In this course we will study a select group of such films and make the argument for them as works of art. Ford, Wyler, Scorsese, Welles, Coppola, Chaplin, Keaton, Wilder, Hawks, and Hitchcock are among the directors whose films will be studied. Screenings, readings, and written reports. **ART USA NOR**

FMMC 0235 Sight and Sound II (Fall)
Students explore narrative, experimental, and documentary production. Emphasis will be placed upon thorough preproduction planning, expanded understanding of cameras and audio, and digital editing. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding, independently produced work. (FMMC 0131 or FMMC 0231 and FMMC 0135 required; approval-required course with limited enrollment; see instructor or department coordinator at least three weeks before registration for application; priority given to second-year FMC majors.) 3 hrs. lect./3 hrs. lab. (D. Ellis)

FMMC/AMCV 0236 Television and American Culture (Fall)
This course explores American life in the late-20th century through an analysis of our central medium: television. Tracing a history of television from its origins in radio to its future in digital convergence, we will consider television's role in both reflecting and constituting American society through a variety of theoretical and methodological approaches. Our topical exploration will consider the structure and politics of the television industry, television's role within American society, the formal attributes of a variety of television genres, and television as a site of race and gender representation. 3 hrs lect/ 3 hrs screen. **USA NOR SOC** (J. Mittell)

FMMC/JAPN 0237 Japanese Film (Spring)
See Department of Japanese listings for course description. **ART OTH AAL** (C. Cavanaugh)

FMMC 0238 Film Noir (Not offered 2003-04)
A series of urban crime films and melodramas made in Hollywood between 1940-1960, but concentrated in the decade immediately after World War II, have been understood by critics to constitute the movement of film noir. This course will study prominent films from this group as well as contemporary films influenced by them, and the critical literature they

have elicited in order to understand the cultural sources, the stylistic attributes, the social significance, and the long-term influence attributed to film noir. **ART USA NOR**

FMMC/ENGL 0239 The Cinema of Alfred Hitchcock (Spring)
See Department of English listings for course description. **ART USA NOR** (J. Bertolini)

FMMC/ENGL 0240 Screenwriting Workshop I (CW) (Fall)
This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements such as character, setting, point of view, plot, and theme will be discussed in light of the special characteristics of film as a narrative medium so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (*Approval required*, course with limited enrollment; obtain application in FMC office or English office and submit five days prior to registration) **ART** (D. Mitchell)

FMMC 0241 French Cinema (Not offered 2003-04)
This course proposes to study the major trends of French film history and the evolution of French filmmaking. Directors studied may include Renoir, Truffaut, Godard, Rohmer, and Besson. 3 hrs. lect./3 hrs. screen. **ART EUR**

FMMC 0242 Film Comedy (Spring)
A survey of American film comedy from the silent era to contemporary productions. The course will focus on various approaches such as clown comedy, romantic comedy, and satirical comedy. In addition, the course will explore screen comedy in the context of various theories of comedy, including the narrative design, the social dynamics, and the psychological understanding of humor. The filmmakers will include: Chaplin, Keaton, Lubitsch, Wilder, Woody Allen, among others. Screenings, readings and written assignments. **USA NOR** (L. Grindon)

FMMC 0243 Digital-Video Imaging (Spring)
This course explores interactive computer-based multimedia as tools of expression and communication. We will examine ways in which these new forms of production and distribution are changing identity, community, concepts of narrative, aesthetic expression, and cross-cultural interactions. We will design and implement projects, selecting the appropriate multimedia tools. 3 hrs. lect./disc. **ART** (D. Ellis)

FMMC 0244 International Cinema (Fall)
This course will explore filmic representations of the Second World War through viewings and close analysis of films from the Americas, eastern and western Europe, and Asia. Feature length fiction films will be the primary focus, but we will also view documentary, experimental, and animated works. Emphasis will be placed on examining the films in relation to the various competing ideological contexts from which the films emerged and in which they were (and are still) seen. Also, we will consider the ways in which individual films employ different aesthetic and rhetorical strategies for their representation and interrogation of the defining events of WWII, specially the Holocaust and the atomic bombings. 3 hrs. lect./3 hrs. screen. **ART SOC** (C. Keathley)

FMMC 0246 Media Technology and Cultural Change (Spring)
Media technology brings about a broad array of cultural impacts, changing social structures and individual psychology. This course will explore how new media impact society at particular historical moments. The first portion of the course will focus on "old" new media – technological innovations such as the printing press, telegraph, radio, film, and television. The second half will look at today's new media – computers and converging digital technologies – to see historical continuities and ruptures. We will focus on the social construction of technology within cultural and intellectual history, and how media technologies help foster our sense of identity and social reality. 3 hrs. lect. **SOC** (J. Mittell)

FMMC/CHNS 0250 Contemporary Chinese Cinema (Fall)
See Department of Chinese listings for description. **ART OTH AAL** (T. Moran)

FMMC/AMCV 0275 American Cultural Studies (Spring)
This course provides an introduction to the interdisciplinary field of cultural studies, exploring the intersection between everyday life, popular culture and broader political and historical contexts within the U.S. We will consider key theoretical readings and approaches to studying culture, including ideology and hegemony theory, political economy, active audience studies, subcultural analysis, and cultural representations of gender, race, and sexuality. Using these theoretical tools, we will examine a range of popular media and other sites of cultural expression, from television to fashion, technology to music, to understand American culture as a site of ongoing political and social struggle. 3 hrs. lect/disc. **SOC USA NOR** (J. Mittell)

FMMC/GRMN 0314 German Cinema (Not offered 2003-04)
See Department of German listings for description. **ART EUR**

FMMC/HARC 0340 Film and Modernism (Not offered 2003-04)

In this course, we will examine the development of cinema in relation to the major aesthetic movements in this century. We will look at the influence of Expressionism, constructivism, futurism, surrealism, Dada, cubism, minimalism, and other theoretical movements on film theory and filmmaking. Readings, screenings, and reports. (HARC 0202 or FMMC 0130 or FMMC 0231 or by waiver) **ART**

FMMC/ENGL 0341 Screenwriting Workshop II (Spring)

Building on the skills introduced in FMMC/ENGL 0240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will focus primarily on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (Approval required course with limited enrollment; obtain application at FMMC office or English department office and submit five days prior to registration. FMMC 0240 or FMMC 0218 or ENGL 0170 are usual prerequisites) 3 hrs. lect./3 hrs. screen. (D. Mitchell)

FMMC 0342 Authorship and Cinema: Jean Renoir and Fritz Lang (Spring)

Jean Renoir and Fritz Lang are directors whose contrasting styles represent what are perhaps the extremes of the two distinct aesthetic approaches in filmmaking: the realist or "open" style (Renoir) and the expressionistic or "closed" style (Lang). This course will explore the development of these directors' respective styles across a group of films. This study will also consider the cultural, economic, and industrial contexts in which these directors worked—first in Europe, starting in the silent and early sound period, (Renoir in France, Lang in Germany), then in Hollywood during and after WWII, and then back in Europe in the 1950s. 3 hrs. lect./3hrs. screen. **ART** (C. Keathley)

FMMC/AMCV 0343 American Media Industries (Not offered 2003-04)

This course will focus on how the media work as industries in contemporary American society, considering how the industries of television, film, music, publishing, and computers intersect with aesthetic, cultural, and social concerns. We will examine how these industries generate media products, distribute entertainment and news to millions of Americans, and function within larger economic and political systems. We will explore central issues, such as censorship, conglomeration, market segmentation, and globalization from a critical and historical perspective, considering how media industries might not serve the public interest adequately and how we might envision them differently. 3 hrs. lect./3 hrs. screen. **SOC USA NOR** (J. Mittell)

FMMC 0345 French New Wave (Not offered 2003-04)

Beginning in 1959 and continuing through the 1960s, dozens of young French cinéastes, thrilled by Hollywood genre movies and European art films, but disgusted with their own national cinema's stodgy productions, took up cameras and began making films. This movement, known as the Nouvelle Vague, remains one of the most exciting, inventive periods in cinema history. This course focuses on the major films and directors (Jean-Luc Godard, Francois Truffaut, Alain Resnais) of the period and also gives consideration to the cultural, technological, and economic factors that shaped this movement. 3 hrs. sem./3 hrs. screen. **ART EUR**

FMMC 0431 Film and Media Culture Senior Seminar (Fall)

A single topic will be explored through readings, screenings, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the study of film and media. The class involves extensive reading, student-led discussions, screenings, and a major individual research project. (Senior standing: FMMC 0131, 0231) 3 hrs. sem./3 hrs. screen. (C. Keathley)

FMMC/ISLA 0437 Internationalizing Culture: Beyond the Borders in Modern Art and Film (Spring)

See International Studies listings for description. This course is equivalent to ISLA 0437 and HARC 0437. Register for this course under ISLA 0437; see International Studies section for application procedure. (*Approval required*). (T. Perry & Valentin Ferdinan)

FMMC 0507 Advanced Independent work in Film and Media Culture (Fall, Winter, Spring)

Guidelines for submitting proposals are available in the film/video office, and on the film/video Web site http://www.middlebury.edu/~filmvid/ along with a list of prerequisites. (staff)

FMMC 0707 Senior Honors Project in Film and Media Culture (Fall, Winter, Spring)

During the first term of their senior year, and during the first week of classes, students with a GPA of A- in film and media culture courses may apply to undertake a senior project (FMMC 0707) for honors, with the project to be completed the last term of the senior year. (staff)

FRENCH

Professors: Edward Knox, Bethany Ladimer , Nancy O'Connor (on leave in the spring), Carol Rifelj; *Associate Professors:* Charles Nunley, Paula Schwartz; *Assistant Professors:* Armelle Crouzières, Brigitte Humbert; *Visiting Assistant Professor:* Mireille Barbaud-McWilliams; *Visiting Lecturer:* Huguette Knox.

Language and culture are inseparable; the study of other cultures also offers new perspectives on one's own. The French department aims both to help our students acquire an active command of written and spoken French and to discover and appreciate French and Francophone cultures. In addition to building linguistic and cultural competence in all our students, we seek to provide more advanced students with the analytical skills necessary to understanding the expressions and manifestations of these cultures through the study, in French, of literature, cinema, history, the arts, and the social sciences. Finally, since we believe that direct contact and experience with the French-speaking world in and beyond the classroom are inseparable from these goals, we also encourage students to take advantage of the opportunities afforded them for study in French-speaking countries.

MAJOR PROGRAMS:

Required for the Major in French: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FREN 0210, FREN 0220, FREN 0221, or specified courses in Paris; or FREN 6434 in the Middlebury summer French School when offered.

II. One course in contemporary French or Francophone civilization: FREN 0230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered.

III. One course in French history: In Paris, FREN 2330, FREN 2333 (Histoire de la France), FREN 2350 (Architecture et urbanisme), or other equivalent.

IV. Three advanced courses in literature or civilization.

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FREN 0500, FREN 0700).

Other courses counting for the major include: (1) At the Vermont campus: FREN 0205, FREN 0255, FREN 0306, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer 6300- and 6400-level courses. (2) In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with a College Board AP score of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FREN 0210 or above; students with an AP score of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FREN 0221 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 0300 or 0400 level.

During the senior year, majors must take at least two advanced courses in French at Middlebury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year, in addition to senior work, to be defined. The joint major may include courses taken at the School in France (maximum of three from the semester, five from the full-year program, may count towards French).

Required for a Minor in French: Minimum of five courses, FREN 0205 and above, including at least two introductory courses (FREN 0210, FREN 0220, FREN 0221, FREN 0230) and at least one course in literature or civilization at the 0300 level or above. The minor may include French courses taken at the School in France (maximum of two from the semester program, three from the full-year program).

Senior Independent Work: Upon completing at least two 0300-level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FREN 0500, one semester) or a thesis (FREN 0700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FREN 0500 or FREN 0700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

International Studies Major with French: Along with other required courses and senior work as described in the international studies major section, completion of the French language component requires: (1) proficiency in French (a minimum of one of FREN 0210, FREN 0220, 0221, 0230, or work in the French summer school; (2) at least one semester, and preferably a year, at the Middlebury College School in France; and (3) one or more courses at the 0300 or 0700 level, or senior independent work, upon return from Paris.

European Studies Track, International Studies Major: French courses fulfilling components of this track are: (1) Language proficiency (see above); (2) regional specialization: choose from FREN 0230, 0341, 0385, 0704 or others (Vermont campus); 2330, 2333, 2349 or others (Middlebury in Paris); (3) disciplinary specialization: FREN 0210, 0220, 0221, 0230, courses at 0300 level at Middlebury and in Paris, and courses at 0700 level; (4) study abroad, at least one semester, at the Middlebury College School in France; (5) one or more courses at the 0300 or 0700 level, or senior independent work, upon return from Paris.

The School in France: Middlebury offers both year and semester programs in Paris and Poitiers. Students may count three courses from the semester program, five from the full-year program towards a major in French, two courses from the semester program and three from the full-year program toward a minor in French. They should, in any event, contact the Office of Off-Campus Study before registering for their sophomore year.

Students planning to participate in the program in France must have completed two full years of college credit by the time they undertake their study abroad; they must have successfully completed at least one course beyond FREN 0205 by the time they arrive in France; and they must have an average in French of at least B. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted to study abroad. They must take a French course in the semester before study abroad. Students applying for one semester only are required to take FREN 0230 before study abroad, unless they will be studying in Africa.

Students interested in studying in France should speak to someone in the Office of Off-Campus Study, Sunderland 129, well in advance of applying. They will need to seek prior approval of Paris courses from the appropriate department chair, according to the discipline of the course material. The Office of Off-Campus Study will provide information about the program and application forms.

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

FREN/INTL 0449 Imperialism and Culture (Not offered 2003-04)
Please see International Studies listings for description. This course is equivalent to INTL 0449 and ENGL 0449. Register for this course under INTL 0449; see International Studies section for registration procedure (*approval only* course). 3 hrs. sem. (E. Knox, Y. Siddiqi)

INTL 0460 Global Consumptions: Food, Eating, and Power in Comparative Perspective (Fall)
See International Studies for description. This course is equivalent to INTL 0460 and SOAN 0460. Register for this course under INTL 0460; see International Studies section for registration procedure (*approval only* course). (P. Schwartz, E. Oxfeld)

COURSES IN FRENCH

FREN 0101 Intensive Beginning French (Fall)
An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not previously studied French. It does not fulfill the foreign language distribution requirement. Students are expected to continue with FREN 0102 after successfully completing FREN 0101. Students are expected to continue with FREN 0102 in the winter term after successfully completing FREN 0101, and with FREN 0103 in the spring. 3 hrs. lect. (N. O'Connor, C. Rifelj)

FREN 0102 Beginning French (Winter)
Continuation of FREN 0101, dealing with more complex French. Oral skills are stressed and students participate in the French language table at lunch. This course does not fulfill the foreign language distribution requirement. (FREN 0101) 8 hrs. lect. (staff)

FREN 0103 Beginning French (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Short reading selections on contemporary France and discussions enlarge the student's view of French life and culture. (FREN 0101 and FREN 0102, or approval from the chair) 5 hrs. lect. **LNG** (B. Ladimer, C. Rifelj)

FREN 0203 Intensive Intermediate French (Fall, Spring)
An active and intensive review of French grammar for students having had good beginning-level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five

times a week. (FREN 0101, FREN 0102, or FREN 0103 or placement.) 5 hrs. lect. **LNG** (Staff)

PREREQUISITES TO THE MAJOR

FREN 0205 Toward Liberated Expression (Fall, Spring)

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FREN 0203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. 3 hrs. lect. **LNG** (Staff)

FREN 0210 Identity in French Literature (Fall, Spring)

Exploration of differing views of the self, society, and the world in major works of French poetry, drama, and prose. This course is designed to develop students' ability to read and criticize literature in French, as a transition from FREN 0205 to more advanced literature courses. (FREN 0205 or by placement) 3 hrs. lect. **LIT LNG EUR** (Staff)

FREN 0221 Romanticism-Modernism (CW 8) (Fall, Spring)

The nineteenth and twentieth centuries were marked by social and political revolutions and by literary and artistic movements that changed our attitudes to art and to ourselves, including romanticism, realism, symbolism, surrealism, and existentialism. We will study literary texts, artistic and philosophical movements, and the social circumstances that conditioned them. Close readings of the texts (including prose, drama, and poetry) will develop critical vocabulary and writing skills. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre, and Francophone writers. We encourage students to take FREN 0210 before this course, but they are not required to do so. (FREN 0205 or placement; third- and fourth-year students by waiver only) 3 hrs. lect. **LNG LIT EUR** (A. Crouzières, B. Humbert)

FREN 0230 Introduction to Contemporary France (Fall, Spring)

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FREN 0205, FREN0 210, or FREN 0221) This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School. 3 hrs. lect. **SOC LNG EUR** (P. Schwartz, H. Knox)

LANGUAGE, LITERATURE, AND CIVILIZATION

FREN 0255 Improving Writing in French (CW) (Spring)

This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 0300 level. This course satisfies the College writing requirement. (At least one course from among FREN 0210, 0221, or 0230) 3 hrs. lect. **LNG**(M. Barbaud-McWilliams)

FREN 0306 Study and Production of a Play (Spring)

French through theatre: this course is a semester-long workshop that will culminate in the production of a play by a French playwright. Students will participate in all aspects of the production process, from costuming and music to prompting and publicity. Two performances will be held at the end of the semester. All activity will be conducted in French. In addition to regularly scheduled classes, this course will involve additional time each week in rehearsal. (FREN 0210) (C. Nunley)

FREN 0315 Beyond Versailles: Encounters with Nature in French Literature (Not offered 2003-04)

This course will focus on significant works by French authors who examine the natural world and our place within it. We will read novels that rework the Crusoe story in ways that endorse or question Europe's imperial goals as it extends beyond itself. Particular attention will be paid to works in which homesteading on islands or in isolated natural settings plays an important role. Authors may include Rousseau, Bernardin de Saint-Pierre, Chateaubriand, Sand, Verne, Gide, Giono, Hémon, Tournier, Césaire, Le Clezio. (FREN 0210 or FREN 0221) 3 hrs. lect.

FREN 0339 France in the Twentieth Century (Not offered 2003-04)

This course is an overview of events and trends in France from the belle époque through the Mitterrand years using a case-study approach to specific topics or themes. How has the perennial struggle between left and right shaped the nation? What is the legacy of two world wars? How have challenges to the political and social order been negotiated, neutralized, or absorbed? When did the twentieth century actually begin, and has it come to an end? In tackling such questions we will pay particular attention to historiographical developments and historical method. Sources will include: documents, testimony, film, monographs, and articles. (FREN 0230, FREN 0300 or FREN 0301)

FREN 0341 French Cinema (Not offered 2003-04)
This course proposes to study two aspects of French cinema: French history through films and French filmmaking through history. We will examine films dealing with specific eras or events of French history or culture, as well as the major trends of French film history and the evolution of French filmmaking. Directors studied may include: Renoir, Truffaut, Godard, Rohmer, Kurys, Besson. (FREN 0210 and/or FREN 0221 and/or FREN 0230). 3 hrs. lect. 2 hrs. screen. **ART EUR**

FREN 0342 French Films and Their American Remakes (Not offered 2003-04)
This course proposes to study French films and their American remakes. By reading reviews and articles, by examining variations in structure, techniques, plot, and audience expectations, we will pinpoint the cultural differences that shape French and American versions of the same story. In some cases, we may extend our comparison to the novel that inspired the original French film. We will cover different genres such as comedy, historical film, drama, etc.; our study may include the following films and their counterparts: *Trois homes et un couffin (Three Men and a Baby), Le Retour de Martin Guerre (Sommersby) Les Diaboliques (Diabolique).* (FREN 0210 and/or FREN 0221 and/or FREN 0230 or equivalent recommended) 3 hrs. lect, 2 hrs. screen. **ART**

FREN 0345 The Reciprocal Gaze: French and American Perspectives of Each Other (Not offered 2003-4)
For centuries the French and the Americans have gazed at each other with curiosity, fondness, or mutual antagonism across the oceanic reflecting mirror. Here we will examine archetypes, stereotypes, and other by-products of their respective collective and creative imaginations. Do the French love to hate Americans? Do Americans persist in revering the French? How do representations of the other reflect crises of national and personal identity? We will explore Franco-American encounters and *rendez-vous manqués* in historical writings, essays, autobiography, and film. Readings will include works by De Beauvoir, Baudrillard, Labro, and others. This course counts towards the French major as an advanced course in civilization. (FREN 0230) **CMP**

FREN 0346 I Eat - Therefore I Am: Food and Culture in France (Spring)
What's in a meal? Historians and anthropologists have long shown food and eating practices to be a function of culture. In France in particular, food and cuisine are fundamental elements of national heritage and cultural identity. What does the organization of the eating ritual say about the French? What do food and eating have to do with class and gender, time, and space? How are eating and drinking unique forms of political expression? Works from a range of interdisciplinary perspectives will inform our study of French society through its singular approach to the culture of the table. Readings by Brillat-Savarin, Barthes, Zola, and others. (FREN 0221 of FREN 0230) 3 hrs. lecture (P. Schwartz)

FREN 0361 French Classical Theatre (Not offered 2003-04)
A study of the theatre of Corneille, Racine, and Moliè. This course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco-Roman ideals, virtues, and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social rule of theatre in French society and in the courts of Louis XIII and Louis XIV. **LIT LNG EUR**

FREN 0362 French Novels in Letters (Not offered 2003-04)
This course proposes to consider French epistolary novels of the seventeenth and eighteenth centuries. These novels often reflect the philosophical ideas of the time. They also offer a sharp satire of society and highlight the relationships between men and women. We will study the texts in their historical and cultural context and examine the specific function and the evolution of their narrative form? Form and content being often interdependent, what happens when letter novels are transferred into a different medium such as cinema? Readings may include: *Guilleragues's Lettres portugaises, Montesquieu's Lettres persanes, Graffigny's Lettres d'une Péuvienne, Rousseau's La nouvelle Héloïse, Diderot's La religieuse, Laclos's Les liaisons dangereuses and Charrière's Lettres de Mistriss Henley.* (FREN 0221 and FREN 0220 recommended) **LIT LNG EUR**

FREN 0365 Literature and Society in the Ancien Régime (Not offered 2003-04)
We will examine how writers and philosophers of the 17th and 18th centuries shaped the sensibilities and the world vision of their contemporaries. During a period when it grew difficult to distinguish between literary, social, and philosophical movements, and reading and writing became synonymous with thinking, writers were the political and intellectual mirrors of their time. We will try to trace the evolution of the world they reflected, from the deep religious convictions of Pascal through the acerbic wit of Voltaire, and finally to the "revolutionary" questions posed by Figaro in Beaumarchais' play. Authors may also include Corneille, Molière, Mme de Lafayette, Montesquieu, Diderot and Rousseau (FREN 0220 recommended) **LIT**

FREN 0375 Heroes and Humanists (Not offered 2003-04)

A recurring question in world literature is how and why we make the life choices we do: what absolute values, what hope of a positive outcome, inform those choices? What higher purpose do we see ourselves as serving, if any? We will consider these questions as they have been addressed in a wide range of French literary texts, and try to determine how the conceptions of heroism and man's potential have evolved since the seventeenth century. In particular we will look at different approaches to tragedy and why George Steiner announced its death a half-century ago. Readings may include: Corneille, *Horace*; Molière, *Dom Juan*; Voltaire, *Candide;* Musset, *On ne badine pas avec l'amour*, Anouilh, *Antigone*; Malraux, *La Condition humaine*; Sartre, *La Nausée;* Camus, *La Peste, La Chute*; Beckett, *Fin de partie.*(FREN 0221) sem.

FREN 0376 Dreamers, Revolutionaries, Misfits: Poets of Nineteenth-Century France (Not offered 2003-04)

Poetry as a genre virtually exploded into prominence in nineteenth-century France. We will examine the ways in which poets viewed the relationship between themselves, their work, and their social environment. From the love-torn musings of Alfred de Musset, to the role of artistic and political revolution in Hugo, to the perversely seductive world of Baudelaire and beyond, this course will seek to develop our knowledge of the period and the works of some of its most provocative poetic geniuses. (FREN 0221) 3 hrs. lect.

FREN 0377 Short Stories and Novellas in the Nineteenth Century: "Madness and Reason" (Fall)

This course will offer a different view of nineteenth century literature. Instead of studying the famous "big novels" of the period, we will choose to uncover contradictions present in nineteenth century ideology. The social malaisea product of conflicts between progress, civilization and passion will emerge in texts telling stories of happiness, anxiety, hermaphrodites, murder, isolation and social conformity. Readings will include: Chateaubriand, *Rene*; Balzac, *Sarrasine*; Merimee, *Lotkis*; Zola, *Thérèse Raquin*; Maupassant, *Le Horla* (FREN 0210 or 0221) 3 hrs. lect. (M. Barbaud-McWilliams)

FREN 0379 Poetry and Painting in France: 1850-1950 (Not offered in 2003-04)

In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FREN 0210 or 0221)

FREN 0380 The Twentieth-Century Novel from Proust to Duras (Fall)

The early years of the twenty-first century offer us a new perspective on the major French literary events of the twentieth, enabling us to see which works remain in sharp focus over time. This course examines the esthetic response of French prose writers to the main currents and key moments of French social and political history, offering both a sociological interpretation and also close literary readings. Works studied will include Du Côté de chez Swann (Proust), La Condition humaine (Malraux), Le Mur (Sartre), Les Petits Enfants du siècle (Rochefort), La Modification (Burtor), L'Amant (Duras), and La Goutte d'or (Tournier) (3 hour lect.) (B. Ladimer)

FREN 0381 From Novel to Film (Not offered 2003-04)

This course proposes to examine the transfer of selected French or Francophone novels to the screen. We will study each novel and then view the film(s) that it inspired. Through comparison, we will address structures, techniques and limits of the two media as well as expand our understanding of the novel. Selected works may include novels by Diderot, Laclos, Flaubert, Zola, Gide, Camus, Duras, Hémon, Robbe-Grillet, Jean and films by Bresson, Vadim, Renoir, Chabrol, Clément, Carné, Delannoy, Resnais, Duvivier, Deville. (FREN 0220 and/or FREN 0221 of equivalent recommended). 3hrs + film screenings.
ART

FREN 0383 Exiles and Expatriates in French Literature (Not offered 2003-04)

To know and embrace a given culture from within, be it that of a nation of a social class, of an ethnic group, or of a gender, is often to ignore or forget its distinctive features; indeed, if we feel or are in fact outsiders, we use the awareness of our singularity in order, little by little, to dispel it, or conversely to reaffirm that singularity on our own terms. We will examine some examples in French literature of characters who recognize their difference and consciously choose to abolish it, as well as of those who just as consciously refuse to be assimilated and choose to remain *other.* Readings may include: Montesquieu, *Les Lettres persanes*; Voltaire, *L'Ingenue*; Marivaux, *Le Paysan parvenu*; Mme de Graffigny, *Lettres d'une peruvienne*; Mme de Duras, *Ourika*; Stendhal, *Le Rouge et le noir*, Camus, *L'Exil et le royaume*. (FREN 0210 or 0221) 3 hrs. lect.

FREN 0384 History in the Literature of Twentieth-Century France (Not offered 2003-04)

We will define and discuss the articulation of key French texts and literary movements with the major historical events and climate of twentieth-century France. What reading strategies can enable us to understand how a literary work mirrors social relations, conflicts, and attitudes? Is there a "politics of literary style," as the critic Bakhtin asserts? How have World War I, the 1920s and 1930s, World War II, the postwar period, the Algerian Crisis, May 1968, and contemporary social issues all been reflected (and sometimes refracted) in fiction? Readings will include seven works of fiction by Gide (*L'Immoraliste*), Colette (*La Fin de Chéri*), Malraux (*La Condition humaine*), Sartre (*La Nausée*), Camus (*La Chute*), Duras (*La Douleur*), and Ernaux (*Journal du dehors*), as well as selected articles and films. (FREN 0210 or FREN 0221)

FREN 0385 Writing "France": Questions of Identity in Popular French Fiction (Not offered 2003-04)

This course will focus on critical moments in France's history as they are perceived through and shaped by the novelists' lens. Topics of discussion will range from the crisis of authority on the eve of the French Revolution, to colonialism and its discontents in the 19th century, to the demise of heroism in the wake of the Great War, to literature and ideology in the thirties, to questions of sexual and cultural identity in France today. Readings may include *Paul et Virginie* (1788), *Tartarin de Tarascon* (1872), *Vol de nuit* (1931), *Bonjour tristesse* (1954), *Shérazade* (1982), among others. (FREN 0221 recommended) **LIT**

FREN 0386 Literature Language and Identity in Québec (Not offered 2003-04)

This course will concentrate on the evolution of Québecois identity and show how it is inseparable from the language of Québec. We will examine the origins of Québecois culture and self-awareness through a brief overview of its history and then concentrate on the twentieth century, beginning with Emile Nelligan and the Ecole littéraire de Montréal. We will study the nationalization of Québecois literature in writings about the terroir; the gradual introduction of the city into writing; early attempts at establishing an identity separate from France (*La Relève*); the Révolution tranquille and the rise of Québec nationalism and separatism with attention to the mass media; the question of le joual; and finally a new recent writing "without boundaries" by the many third-world immigrants to Québec. (FREN 0210, 0221) 3 hrs. lect./disc. screen **NOR**

FREN 0387 French Twentieth-Century Theatre Revisited (Not offered 2003-04)

This course will deal with the most important trends and facets of French drama throughout the twentieth century. Three or four major plays will be studied. Emphasis will be placed on their intrinsic theatrical value, their political or historical context, their poetic aspects, as well as their relevance to language. Through our study of these plays, we will try to imagine what will be the tendencies of French theater at the beginning of the twenty-first century. (FREN 0220 and/or FREN 0221 or equivalent). **ART**

FREN 0391 Imagined Communities in Modern French Fiction (Fall)

We will examine imagined communities as they are portrayed in a variety of modern (post-1789) French and Francophone novels in which the association of individuals of distinct social, ethnic, racial and national origins engenders innovative forms of partnership. Whether Breton peasant and Parisian revolutionary (Hugo), Caribbean slave and Salem woman accused of being a witch (Condé), Muslim boy and Jewish stepmother (Gary), Quebecois adolescent and Indian lover (Lalonde), Spanish and French *déportés* on their way to Buchenwald (Semprun), Canadian expatriate and Algerian exile (Huston/Sebbar), each work explores how characters of diverse social and ethnic backgrounds collaborate in the creation of new cultural Practices. Readings may include: Victor Hugo: *Quatre-vingt-treize* (excerpts), Maryse Condé: *Moi, Tituba, sorcière,* Jorgé Semprun: *Le grand voyage*, Michel Tournier: *Vendredi, ou les limbes du Pacifique*, Robert Lalonde: *L'été indien*,Leïla Sebbar et Nancy Huston: *Lettres parisiennes*, Romain Gary: *La vie devant soi*, Sijie Dai: *Balzac et la petite tailleuse chinoise* **LIT** (C. Nunley)

FREN/WAGS 0395 Women's Voices from the Francophone World (Spring)

This course will study women's discourse in novels from the Francophone world: North-Africa, Sub-Saharan Africa, the Caribbean, Vietnam, and Québec. We will examine the emergence of a literary corpus by Francophone women writers outside Europe and their writing processes. Authors may include: Mariama Bâ, Calixthe Beyala, Maryse Condé, Anne Hébert, Leïla Sebbar, and Kim Lefèvre. We will consider the ways in which gender is constructed and presented in analyzed texts. Marriage, family, polygamy, love, confinement, education, politics, social class, and cultural identity will be discussed. (FREN 0221 recommended) **LIT OTH** (A. Crouzieres)

FREN 0396 (Re)Constructing Identities: Francophone Colonial and Postcolonial Fiction (Not offered 2003-04)

This course will focus on major works written in French by writers from North Africa, sub-Saharan Africa, and the Caribbean. We will explore the complex (re)construction of identities through fiction writing as it evolves from traditional folktale to political criticism, and as it shifts from colonial alienation to post-colonial disillusionment. We will also examine the emergence of cultural blending or "métissage." (FREN 0210 or FREN 0221) **OTH**

FREN 0500 Independent Project (Fall, Winter, Spring)
Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FREN 0500 projects or essays proposed by senior majors for departmental honors. (Approval required by the department as a whole. See requirements above.) (Staff)

FREN 0700 Senior Research (Fall, Winter, Spring)
For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FREN 0700 essays and projects. (Approval required by the department as a whole. See requirements above.) (Staff)

FREN 0704 Twentieth-Century France (Fall)
This course is an overview of events and trends in France from the belle époque through the Mitterrand years using a case-study approach to specific topics or themes. How has the perennial struggle between left and right shaped the nation? What is the legacy of two world wars? How have challenges to the political and social order been negotiated, neutralized, or absorbed? When did the twentieth century actually begin, and has it come to an end? In tackling such questions we will pay particular attention to historigraphical developments and historical method. Sources will include documents, testimony, film, monographs, and articles. (This course fulfills the category II or III requirement for the major.) (FREN 0210 or 0230) sem. (P. Schwartz)

FREN 0705 From Novel to Film (Spring)
This course proposes to examine the transfer of selected French or Francophone novels to the screen. We will study each novel and then view the film(s) that it inspired. Through comparison, we will address structures, techniques and limits of the two media as well as expand our understanding of the novel. Selected works may include novels by Diderot, Laclos, Flaubert, Zola, Gide, Camus, Duras, Hémon, Robbe-Grillet, Jean, Collard and films by Bresson, Vadim, Renoir, Chabrol, Clément, Carné, Delannoy, Resnais, Duvivier, Deville, Collard. (FREN 0220 and/or FREN 0221 or equivalent recommended) 3 hrs + film screenings **ART** (B. Humbert)

GEOGRAPHY

Professors: Robert Churchill (chair); Ronald Liebowitz (provost and executive vice-president); Tamar Mayer; *Associate Professors:* Guntram Herb; *Assistant Professors:* Anne Knowles; Peter Nelson

Geography is concerned with describing and explaining spatial patterns and with understanding the processes by which spatial forms change through time. In pursuing these concerns geographers carry out their studies in many different cultures and environments. Consequently, there is a strong emphasis upon international as well as regional and local studies. The diversity of economic, social, political, and physical variables involved in spatial studies also creates many interdisciplinary links. Because geography has a tradition of service to society, geographers serve as policy makers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required for the Major: All students who elect to major in geography must complete GEOG 0100, GEOG 0310, GEOG 0320, GEOG 0340, four other 0100-level or 0200-level elective courses, only one of which may be numbered above 0250, one 0400-level seminar, GEOL 0112 or GEOL 0170, and MATH 0106. The electives and the seminar must be selected in consultation with and approved by the major adviser. Also in consultation with the adviser, students must complete, no later than the sophomore year, at least one of the following cognate courses: AMCV 0330, AMCV/HARC 0245, CHEM/GEOL 283, CSCI 0121, CSCI/MATH 0205, ECON 0150, ECON 0155, GEOL 0211, HARC 0220, MATH 0112, and PHIL 0180. Upon the recommendation of the academic adviser, the department may award cognate credit for a course not included on this list.

Required for a Joint Major: GEOG 0100, three electives only one of which may be numbered above 0250, GEOG 0310 or GEOG 0320, GEOG 0340, and one seminar at the 0400 level. Students who pursue a joint major in geography and environmental studies should complete GEOG 0310 in addition to GEOG 0320.

Required for a Minor: GEOG 0100, one seminar at the 0400 level, and three additional courses.

Advanced Placement: One course credit will be awarded for an Advanced Placement (AP) score of 5 in human geography. Geography majors who receive a 5 on the AP exam may count this course credit as one 0200-level equivalent toward their major requirements, but are still required to complete GEOG 0100. The AP credit may not be used to satisfy joint major or minor requirements.

Geography Specialization in International Studies: GEOG 0100, GEOG 0206 or GEOG 0210 or GEOG 0211, GEOG 0214 or GEOG 0215, GEOG 0220 or GEOG 0223, GEOG 0310 or

GEOG 0320, one seminar at the 0400 level. Students wishing to write an honors thesis are required to take an additional technique course and GEOG 0340.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty. The exam must be scheduled by the student no later than exam week of the fall term and must be taken by spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who does not perform satisfactorily can schedule a reexamination at a later date, but in no case will the major be conferred without successful completion of the examination.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a two-credit, honors thesis. For students who elect to write a thesis, a proposal must be submitted to the department for approval two weeks prior to the first day of the term in which the student wishes to enroll in GEOG 0700. Upon approval of the proposal, the student must enroll in GEOG 0700 for two consecutive terms and give a presentation of the thesis upon its completion. Honors will be conferred or denied on the basis of an evaluation of the thesis by the faculty.

GEOG 0100 Place and Society: Local to Global (CW) (Fall, Spring)

This course is an introduction to how geographers view the world and contribute to our understanding of it. Where do the phenomena of human experience occur? Why are they there? What is the significance? These questions are fundamental for explaining the world at different scales from the global to the local. Throughout, we will focus on the spatial basis of society, its continual reorganization through time, and how various human and environmental problems can be usefully analyzed from a geographic perspective. Open only to first-year students and sophomores. Limited spaces available to fulfill College writing requirement 3 hrs. lect., 3 hrs. lab; **SOC DED** (fall: A. Knowles; spring: G. Herb)

GEOG 0120 The Power of Maps (CW) (Fall)

From earliest time, people have made maps to show what was theirs and to take what was not. Maps have been synonymous with power, from the Renaissance, when geographic knowledge was deliberately falsified, through the cold war, when maps were manipulated to shape perceptions of the other side. Maps have been critical to some of our most humanitarian efforts, but ironically, the technology that enables emergency response systems also guides weapons. Through examples like these, this course explores maps as windows to the societies that make them and examines modern technologies in historical contexts. More broadly, the course introduces fundamental issues in geography and social science. Limited spaces available to fulfill College writing requirement. 3 hrs. lect./disc. **SOC HIS** (B. Churchill)

GEOG 0206 Human Impact on the Global Environment (Fall)

This course examines the relationships between humans and their environment(s) around the globe. It examines how social, economic, and political factors operating through human organizations of production, consumption, and social reproduction have disturbed physical processes. The world order, the product of power relationships between states and economic interests, mainly dictates how these factors operate. Because political preeminence will continue to play a role in environmental issues, this course will pay special attention to the social, political, and economic polarization between the developing and the developed worlds and will examine its impacts on the global environment. 3 hrs. lect., 1 hr disc. **SOC OTH CMP** (T. Mayer)

GEOG 0210 Geographic Perspectives on International Development (Spring)

The focus of this course is the development process in the non-Western World. We will examine why there has been a need for "development"; what is the relationship of "development" to "underdevelopment"; and whether this relationship has resulted in dependence, independence, or interdependence. We will focus on the contribution of *development* to progress of the non-Western World, on the one hand, and to its stagnation, on the other. We will examine specific issues like food, population, the environment, the rural scene, the urban scene, and the general political and economic scenes. We will question the underlying assumptions of *development*, examine the role and the possibilities of development from within, and maintain a critical view of Western development. 3 hrs. lect. **SOC OTH AAL** (T. Mayer)

GEOG 0211 The Global Economy (Fall)

The "global economy" is now part of our everyday language, but its common usage rarely addresses where this entity came from, what drives it, what its consequences are, or where it is going. Geography can add much to our understanding of the global economy; indeed, geography shapes the economy and is in turn shaped by economic processes. To elicit a better understanding of this interaction and what the global economy is about, the course readings and exercises will focus on the following themes: the historical development of the global economy with a focus on technological innovation and geographical change; the character, reach, and role of trans-national corporations; the situation of particular regions and cities in global economic structures and processes; the question of social and environmental sustainability; and the emerging digital technologies, such as the Internet and what they pose for the future of global capitalism, society, and geography. 3 hrs. lect. **SOC OTH** (P. Nelson)

GEOG 0212 Urban Geography (Fall)
Urban landscapes are the expression of economic, political, and socio-cultural processes layered on top of each other in particular time-space contexts. In this course, students will theoretically and empirically examine the complex and dynamic urban landscape. Students will gain a theoretical understanding of the location of cities within a larger global economic system of cities, along with the internal organization of economic, cultural, and social functions within cities. We will also examine the processes behind contemporary urban issues such as homelessness, boosterism, urban renewal, gentrification, poverty, and crime. 3 hrs. lect. **SOC USA NOR** (P. Nelson)

GEOG 0213 Population Geography (Spring)
Through a combination of lectures, readings, and exercises, this course provides background and analytical experience in the spatial dimensions of population dynamics. Students will theoretically and empirically examine geographic variations in natural increase, domestic and international migration, infant mortality, disease, and hunger. Topics will include the intersection of settlement-environment-disease, circular migration systems, cultural influences on demographic processes, and linkages between international and domestic migration flows. We will also assess various policy options and their effectiveness in addressing important demographic issues. The exercises will expose students to the vast amount of population data publicly available and introduce them to techniques used to examine and assess population related issues. **SOC DED** (P. Nelson)

GEOG 0214 Geography of War (Not offered 2003-04)
Whether it is maps employed in the defense of the Han dynasty in the second century B.C. or the logistic support for cruise missiles in the Gulf War, geography has always been associated with war and the exercise of power. The course will examine how geography and geographers were involved in the propagation, justification, and administration of territorial conquest and control. Students will be actively involved in unraveling the story of geography and war through group research projects on different wars. The findings of these projects will be presented in an exhibition at the end of the semester. 3 hrs. lect. **SOC HIS OTH**

GEOG 0215 Political Geography (Fall)
Political relations within and between states do not occur in a vacuum. Rather, they are rooted in a specific and tangible geographic context. Political geography examines the interactions between this context and political processes at various geographic scales, ranging from the local to the global level. This course will focus primarily on the state and international level and will address issues such as the territorial exercise of power, state formation, nationalism, geopolitics, and international conflicts and cooperation. 2 hrs. lect., 1 hr. disc. **SOC** (G. Herb)

GEOG 0218 Cultural Geography (Fall)
What do landscapes mean? How are places created and invested with significance? Why do people struggle to control public and private space? This course examines these and similar questions. Its main goals are to open students' eyes to the wealth of meanings embodied in the built environment and our metaphorical understandings of landscape, place, space, and geographical identity, and to teach skills for interpreting and representing those meanings. Lectures, course readings, and small-group projects will draw on social theory and empirical approaches, with a regional emphasis on North America. 3 hrs. lect./disc. **SOC USA** (A. Knowles)

GEOG 0219 Historical Geography of North America (Not offered 2003-04)
North American society and landscape have been shaped by powerful forces over the last 500 years: conquest, disease, war, migration, the railroad and the farmer's plow, urban growth, and industrial transformation. In the process, new regional cultures formed while older societies were profoundly changed. In this course we will examine the geography of historical change in the United States and Canada, focusing on the themes of territorial control, human settlement, the inscribing of cultural and economic systems on the land, and North Americans' attitudes toward the places they inhabit. 3 hrs. lect./disc., lab. **HIS SOC USA NOR**

GEOG 0220 Geopolitics of the Middle East (Spring)
This course examines the Middle East from a geographical perspective with emphasis on the historical and political underpinnings of the region. The Middle East, the cradle of civilization, has been, due to its geography, one of the major arenas for political and ideological conflicts. It has been subject to an unequal power relationship with the West, which, together with Islam, has affected the level of its political, social, and economic development. This course will provide an analytical introduction to the historical, political, social, and economic geography of the region and will analyze the major transitions this region has undergone. 3 hrs.lect. **SOC OTH CMP AAL** (T. Mayer)

GEOG 0221 Rural Geography (Spring)
This course explores the intersection between demographic, economic, cultural, and environmental forces on the rural landscape in both advanced economies and LDCs. Students will be exposed to theoretical and empirical approaches to rural development in different international and regional contexts, as well as

problems associated with these development paradigms. Particular attention will be paid to neoliberal economic policies and their impacts on rural areas, and the course will frequently draw on examples from New England and North America. Additionally, the world is becoming increasingly urbanized, so we will examine the ways people come to know rural areas through the media, literature, and travel. 3 hrs. lect. **SOC OTH NOR** (P. Nelson)

GEOG 0223 Geopolitics of Europe (Not offered 2003-04)
The course examines what is arguably the most influential region in the world from a geographic perspective. First, we will chart the complex geopolitical dimensions of Europe in an attempt to understand what unites this highly differentiated region. Next, we will critically evaluate the main European political body, the European Union. Then we will analyze the political, social, economic, and environmental challenges that threaten to destabilize Europe. Finally, we will try to assess the degree to which political power in Europe has acquired a "European" dimension at the grassroots level by investigating political activism across borders of individual countries. Students will be actively involved in this study through a research project that culminates in a conference on the Future of Europe at the end of the semester. 3 hrs. lect. **SOC EUR**

GEOG/GEOL 0251 Geomorphic Processes (Fall)
(See Department of Geology listings for description.) **SCI DED** (J. Munroe)

GEOG/GEOL 0255 Surface and Ground Water (Fall)
(See Department of Geology listings for description.) **SCI DED** (P. Ryan)

GEOG/GEOL 0257 Soils, Geology and the Environment (Spring)
(See Department of Geology listings for description.) **SCI** (P. Ryan)

GEOG 0310 Fundamentals of Cartography (Spring)
An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). (Not open to first-year students.) 3 hrs. lect., 3 hrs. lab. (B. Churchill)

GEOG 0320 Geographic Information Systems (Fall, Spring)
This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. **DED SOC** (B. Churchill)

GEOG 0340 Explanation in Geography (Fall)
This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. (Open to seniors only.) 3 hrs. lect. (G. Herb)

GEOG/GEOL 0352 Quaternary Geology (Not offered 2002-03)
See Department of Geology listings for description. **SCI DED**

0400-Level Seminars
Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature and they reflect the specialization areas of the department faculty. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year. (staff)

GEOG 0413 Seminar in Population Geography: Migration in the Twenty-first Century (Not offered 2003-04)
On average, 20 percent of the U.S. population changes residence in any given year, yet the scale, geography, motivations, and impacts of these movements are highly variable, making migration an incredibly pervasive and complex phenomenon. Furthermore, international immigration continues to attract considerable academic, political, and media attention. This course will explore contemporary approaches to migration studies emphasizing the important insights and contributions of geographers. How have geographers examined migration, and how have geographical approaches changed over time? In what ways has technology influenced the motivations, frequency, and implications of migration behavior? What are the different impacts of migration on individuals, households, and communities? And, what are the new innovations in scholarly approaches to migration? Through a combination of readings from contemporary migration literature, discussions, and analyses, students in this seminar will gain an appreciation for and understanding of this incredibly rich and complex phenomena of migration.

GEOG 0415 Seminar in Political Geography: Landscape and Memory: Geographies of National Identity (Fall)
This course focuses on the intimate relationship between human-made landscapes and nationalism. It examines both the built landscape and nationalism as twin narratives. The human-made landscapes tell the story of the nation: they reflect what the nation has chosen to remember of its unique past and they also affect the nationalism that develops in a specific territory. With examples from the US, Poland, Germany, and Israel we will illustrate how the human-made landscape serves as important physical and cultural crucible in which people construct ideas, memories, and icons that become an important part of a nation's memory and intensify the nation's sense of identity. 3 hrs. lect. (T. Mayer)

GEOG 0420 Seminar in Geographic Information Systems and Cartography (Spring)
This seminar explores the dimensions of geographic information systems (GIS) as a structured set of tools for analysis and research and, in broader context, as a potential force in science and society. Specific issues include: the value and validity of GIS, the educational impact of visualization and related technologies, and new spatial contexts emerging from developments in GIS. In addition to critical reading and discussion, participants will complete applied problems designed to engage these issues. (GEOG 0310 or GEOG 0320) 3 hrs. lect. (A. Knowles)

GEOG/GRMN/INTL 0436 Terrorism (Not offered 2003-04)
See International Studies listings for description. This course is equivalent to GEOG 0436 and GRMN 0436. Register for this course under INTL 0436.

GEOG/INTL 0445 Ethnicity, Nationalism, and the State (Not offered 2003-04)
See International Studies listing for course description. This course is equivalent to INTL 0445 and PSCI 0445. Register for this course under INTL 0445.

GEOG/INTL 0446 New Social Movements (Spring)
See International Studies for description. This course is equivalent to INTL 0446 and ENGL 0446.

GEOG 0500 Research in Geography (Fall, Winter, Spring)
(Approval only) (staff)

GEOG 0700 Senior Research (Fall, Winter, Spring)
(Approval only) (staff)

GEOLOGY

Professor: Raymond Coish; *Associate Professor:* Patricia Manley (chair); *Assistant Professors:* Peter Ryan, David West, Jeffrey Munroe; *Visiting Assistant Professor:* Thomas Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry into problems in all facets of earth science, especially environmental geology, geomorphology, marine geology, oceanography/limnology, petrology, and tectonics. Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for the study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping-stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GEOL 0104), Environmental Geology (GEOL 0112), The Ocean Floor (GEOL 0142), Elements of Oceanography (GEOL 0161), and The Dynamic Earth (GEOL 0170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 0200- and 0300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology.

New Requirements for the Major in Geology (class of 2007 and subsequent classes): Please note: students in the classes of 2004-2006 may elect to complete either the old requirements (listed below) or the new requirements.

Required for the Major: The program for geology major consists of 12 courses within the department. These must include:

(1) one 0100-level course (we strongly recommend Dynamic Earth (GEOL 0170), Environmental Geology (GEOL 0112), or Elements of Oceanography (GEOL 0161))

(2) the following three core courses, Bedrock Geology of Vermont (GEOL 0201), Mineralogy (GEOL 0211) and Structural Geology (GEOL 0281)

(3) At least one course from each of the following blocks

BLOCK 1 – [Surface and Ground Water (GEOL/GEOG 0255), Glacial Geology (GEOL 0333), Quaternary Geology (GEOL/GEOG 0352)]

BLOCK 2 – [Geomorphic Process (GEOL/GEOG 0251), Soils, Geology, and the Environment (GEOL/GEOG 0257), Environmental Geochemistry (GEOL/CHEM 0283)]

BLOCK 3 – [Introduction to Petrology (GEOL 0300), Sedimentary Rocks (GEOL 0321)]

BLOCK 4 – [Plate Tectonics and World Geology (GEOL 0301), Marine Geology (GEOL 0342), Geophysics (GEOL 0382)]

BLOCK 5 – [one elective course chosen from the Middlebury geology curriculum or an approved off-campus geology course]

(4) Research Seminar (GEOL 0400) and two-units of Senior Research (GEOL 0700) and

(5) four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics.

The two-unit thesis (GEOL 0700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MATH 0112, MATH 0113), chemistry (CHEM 0103, CHEM 0104) and physics (PHYS 0109, PHYS 0110). Students should consult with their advisers for selection of specific courses.

Old Requirements for the Major *(optional for the classes 2004-2006):* The program for geology major consists of 11 courses within the department. These must include at least three 0300-level courses, a 0400-level seminar, and two units of GEOL 0700 (Senior Research). No more than two courses at the introductory level will be counted for the major. Courses which are strongly suggested include Environmental Geology (GEOL 0112) or Dynamic Earth (GEOL 0170), Bedrock Geology of Vermont (GEOL 0201), Mineralogy (GEOL 0211), and Structural Geology (GEOL 0281). The two-unit thesis (GEOL 0700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MATH 0112, MATH 0113), chemistry (CHEM 0103, CHEM 0104), and physics (PHYS 0109, PHYS 0110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GEOL 0112 or GEOL 0161 or GEOL 0170), plus four higher-level courses, which must include GEOL 0201 or GEOL 0211 and at least one 0300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 0200- and 0300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GEOL 0700), and are related to course grades only in the context of guidelines in the College Handbook.

GEOL 0104 Earthquakes and Volcanoes (Spring)

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include: recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. (Students who have completed GEOL 0170 are not permitted to register for GEOL 0104.) 3 hrs. lect., 1 hr. disc. **SCI** (D. West)

GEOL 0112 Environmental Geology (Spring)

Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use, and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc., 3 hrs. lab./field trips. **SCI** (J. Munroe)

GEOL 0142 The Ocean Floor (Spring)
Have you wanted to view the ocean floor from a submersible? It is a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them (Students who have completed GEOL 0170 are not permitted to register for GEOL 0142.). 3 hrs. lect., 1 hr. disc. **SCI** (P. Manley)

GEOL 0161 Elements of Oceanography (Fall)
Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel, R/V Baldwin, located on Lake Champlain. 3 hrs. lect., 3 hrs. lab./field trips. **SCI DED** (T. Manley)

GEOL 0170 The Dynamic Earth (CW 15) (Fall)
Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology of ocean basins and continents. Modern processes such as river, coastal, wind, and glaciers will be studied and their effect on shaping the geologic landscape. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. One designated lab section fulfills the College writing requirement. 3 hrs. lect., 3 hrs. lab./field trips. **SCI** (D. West)

GEOL 0201 Bedrock Geology of Vermont (CW 25) (Fall)
This course explores the fascinating geology of Vermont. Students learn the geology through six field problems, involving extended trips around western Vermont. Lectures on the meaning of rocks support the fieldwork. The last few indoor labs are devoted to understanding the geologic map of Vermont. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Culminates in a written report on the geologic and plate tectonic evolution of Vermont. (One geology course) 3 hrs. lect., 3 hrs. lab./field trips **SCI** (R. Coish)

GEOL 0205 Mineral and Energy Resources (Not offered 2003-04)
How do ores form and what constitutes an ore body? Can the U.S. achieve energy sufficiency in the twenty-first century? This course will discuss the characteristics, distribution, and mode of formation of metallic and non-metallic mineral resources formed by magmatic, hydrothermal, and metamorphic processes. The importance of metals in a technological society and a survey of renewable and non-renewable energy resources will be presented. 3 hrs. lect. **SCI**

GEOL 0211 Mineralogy (Spring)
This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand-specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. (One geology course) 3 hrs. lect., 3 hrs. lab. **SCI** (R. Coish)

GEOL/GEOG 0250 Arctic and Alpine Environments (Fall)
In this course we will focus on the physical processes and environmental issues unique to arctic and alpine environments. Topics will include cold-climate weathering and landforms, ecosystem adaptations to cold environments, and snow and snowpack hydrology. The goal is to provide a strong scientific grounding through which contemporary issues involving arctic and alpine regions can be understood. Laboratory exercises will include field trips to the surrounding mountains, as well as analysis of datasets from other alpine and high latitude environments. (Any 0100-level GEOL or GEOG course, or by approval) 3 hrs. lect., 3 hrs. lab **SCI DED** (J. Munroe)

GEOL/GEOG 0251 Geomorphic Process (Fall)
An investigation of processes that shape the Earth's surface, including weathering, mass movements, and the effects of water, wind, and ice. Students examine how such processes govern the evolution of landforms in differing climatic, tectonic, and lithologic settings. Field and laboratory study focuses on the role of active surficial processes, as well as glaciation and other past events, in development of the landscape of west-central Vermont. Implications for human activities and maintenance of natural systems are also discussed. (GEOL 0170, or GEOL 0112, or GEOL 0161, or by approval) 3 hrs. lect., 3 hrs. lab. **SCI DED** (J. Munroe)

GEOL/GEOG 0255 Surface and Ground Water (Fall)
Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, stream flow, and the subsurface flow of ground water are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current

issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect., 3 hrs. lab **SCI DED** (P. Ryan)

GEOL/GEOG 0257 Soils, Geology, and the Environment (Not offered 2003-04)
Soils constitute the fundamental link between atmosphere, water, biota, and rock. Knowledge of the physical, chemical, and biological processes operating in soils is essential when assessing natural cycles as well as anthropogenic alterations to those natural cycles. In this course, we will analyze a wide range of issues, including soil formation, soil mineralogy, soil fertility and nutrient cycling, sediment pollution, soil contamination, water pollution, sediment erosion and deposition, and implications for land-use planning. Labs will be project-oriented and will consist of a combination of fieldwork and instrumental analysis. (ENVS 0112, any GEOL course, or approval) **SCI**

GEOL 0281 Structural Geology (Fall)
Plate tectonics and mountain building processes result in deformation of the Earth's crust. Structural geology is the study of this deformation, and this course will examine the many types of structures found in crustal rocks (folds, faults, etc.) and explore the forces responsible for their formation. Laboratory exercises will emphasize the hands-on description and analysis of structures in the field, as well as the practical aspects of map interpretation and computer analysis of structural data. (A geology course or by waiver) 3 hrs. lect., 3 hrs. lab./field trips **SCI** (D. West)

GEOL/CHEM 0283 Environmental Geochemistry (CW 15) (Spring)
This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet-visible-spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CHEM 0104 or by approval) 3 hrs. lect., 3 hrs. lab. **SCI** (P. Ryan)

GEOL 0300 Introduction to Petrology (Spring)
An introduction to processes involved in the formation of igneous and metamorphic rocks. The first half of the course includes inquiry into the classification, plate tectonic setting, and evolution of volcanic and plutonic igneous rocks. The second half includes study of progressive metamorphism, the pressure-temperature- time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of igneous and metamorphic rocks, as well as field trips in Vermont and the Adirondacks. (GEOL 0211) 3 hrs. lect., 3 hrs. lab./field trips (R. Coish)

GEOL 0301 Plate Tectonics and World Geology (Not offered 2003-04)
Plate tectonic theory, proposed nearly 30 years ago, provides a dynamic sense of order to geology. It integrates seafloor spreading, subduction, and crustal rifting, and explains the distribution of mountain ranges. This course focuses on plate tectonic theory as it applies to continents in particular. Discussions will focus on new or controversial directions of study, including the origin of continents, suspect terrains, extension within convergent mountain belts, and the application of active continental tectonics to recognition of geologic hazards. The tectonic history of some of the world's major mountain belts will also be discussed. (GEOL 0170, any 0200-level GEOL course, or by approval) 3 hrs. lect., 1 hr. disc.

GEOL 0321 Sedimentary Rocks (Not offered 2003-04)
An overview of the tools used in determining depositional environments and tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. (GEOL 0201 or GEOL 0211) 3 hrs. lect., 3 hrs. lab./field trips

GEOL 0333 Glacial Geology (Not offered 2003-04)
This course will examine the specific landforms and processes germane to alpine and continental glacial environments. Topics will include: the fundamentals of glaciology, processes of glacial erosion and deposition, evolution of glaciated landscapes, interhemispheric synchrony of glaciations, and techniques for glacier reconstruction. Lab assignments will allow students to work with actual datasets from New England, the Rocky Mountains, and the polar regions. An overnight weekend field trip at the end of the semester will introduce students firsthand to alpine glacial landforms. (GEOL/GEOG 0251, or by approval) 3 hrs. lect., 3 hrs. lab. **SCI**

GEOL 0342 Marine Geology (Fall)
The oceans cover over 70 percent of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes and paleoceangraphy. Laboratory: syn-

thesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. (GEOL 0161 or GEOL 0170) 3 hrs. lect., 3 hrs. lab (P. Manley)

GEOL/GEOG 0352 Quaternary Geology (Spring)
The Quaternary Period covers the last two million years, encompassing the Pleistocene ice ages and the evolution of modern humans. In addition to glacial advances and retreats, their causal mechanisms, and their effect on the landscape, this course examines how severe climatic fluctuations impacted nonglacial environments. Volcanic and tectonic activity also shaped the Quaternary world, leaving detailed records in rocks, sediments, and landforms. Explanations for major late Pleistocene extinctions are discussed in the context of abrupt climatic change and human populations and technology. Diverse, exciting new methods for interpreting and dating the Quaternary stratigraphic and paleoclimatic record are investigated. (GEOL 0112 or GEOL 0161 or GEOL 0170). 2 hrs. lect., 3 hrs. lab. **SCI DED** (J. Munroe)

GEOL 0382 Geophysics (Not offered 2003-04)
An introduction to the physical nature of the Earth from two perspectives: 1) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and 2) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. (PHYS 0109 or by approval.) 3 hrs. lect., 3 hrs. lab

GEOL 0400 Research Seminar (Fall)
The seminar provides research experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week, and students focus on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural geology, geomorphology, or modern processes. GEOL 0400 is required of all geology majors in their junior or senior year. The seminar is open to others by waiver. 3 hrs. disc. or lab. (P. Ryan)

GEOL 0500 Readings and Research (Fall, Winter, Spring)
Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. *(Approval only)*

GEOL 0700 Senior Research (Fall, Spring)
A two-unit senior program dedicated to original research in geological science, resulting in a written thesis, which must be orally defended. *(Approval only)*

GERMAN

Professors: Michael Geisler (on leave 03-04), Kamakshi Murti (chair); *Associate Professor:* Roman Graf; *Assistant Professor:* Bettina Matthias (on leave 03-04); *Visiting Assistant Professors:* Kai Evers, Mark Southern

(See Department of German Web page for the most up-to-date course and staffing information).

The Department of German provides its students with a thorough training in German language and culture, enabling them to interact freely and easily with German native speakers in all areas of linguistic competency. Students will acquire a fundamental understanding of the social and cultural forces that have shaped German society, as well as the basic skills required for cultural and intercultural analysis.

The integration of the Middlebury program in Germany with the curricula of the Freie Universität in Berlin and the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to complete eight courses above the 0200 level, including at least one advanced level seminar or an 0800 level honors thesis during the senior year. At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at the Freie Universität in Berlin and/or the Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting at or above the 0200 level. At least three of those courses must be at the 0300 level. First-year students who place above the 0200 level in the placement test must take at least one 0400-level course as part of their minor. One course may be satisfied through advanced placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 0300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

Middlebury in Germany

The Middlebury School in Germany has sites located in Berlin and Mainz.

Berlin is Germany's capital and largest city. With the fall of the wall, the city has thoroughly reinvented itself, developing a new vigor and excitement that is unique indeed. The new Berlin has begun attracting young people, students, artists, musicians, and activists from all over the world. It is a city of contrasts and rich diversity, offering an amazing range of cultural possibilities, from the *Museuminsel* (the island of museums), the Berlin Philharmonica and the *Bauhaus-Archiv*, to the *Brandenburger Tor*, the SONY-Center at the *Potsdamer Platz* and the techno-music festival, the Love Parade. More than 160 museums, 50 theaters, and three opera houses make Berlin truly the cultural capital of Germany. The European exuberance of this multicultural metropolis manifests itself everywhere, as can be seen in the annual Berlin Film Festival.

Mainz is the state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasenacht* (Mardi Gras), celebrated each year in mid-February, is famous throughout Germany for its colorful parades. And the university's name celebrates Johannes Gutenberg who in the year 1440 changed the literary world with the invention of the printing press.

The Middlebury School in Germany is open to all qualified students, German majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year.* Prospective participants in the Berlin or Mainz programs must have completed *at least two courses beyond the 0200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

A wide range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their advisers, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Berlin and Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German or toward another major. Final determination of which courses may be counted toward the German major will be made by the department chair in consultation with the director of the School in Germany who resides in Mainz.

GRMN 0101 Beginning German (Fall)

Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet five times a week. Students take GRMN 0102 as their winter term course. 5 hrs. lect. **LNG** (R. Graf, M. Southern)

GRMN 0102 Beginning German Continued (Winter)

This course is the intensive continuation of GRMN 0101. Further development of your language skills in an immersion-like environment, with biweekly cultural readings in English. Classes meet for two hours each morning before lunch at the language tables, and afternoon and evening activities (i.e., film screenings) will be scheduled. Completion of the course is a prerequisite to enrollment in GRMN 0103. (GRMN 0101 or equivalent) **LNG EUR** (K. Evers, M. Southern)

GRMN 0103 Beginning German Continued (Spring)

Continuation of GRMN 0101 and 0102. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Five class meetings per week. (GRMN 0101 plus winter term GRMN 0102, or equivalent) 5 hrs. lect. **LNG** (K. Murti, M. Southern)

GRMN 0201 Intermediate German (Fall)

The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary, as well as nonliterary, texts. (GRMN 0103 or equivalent) 4 hrs. lect. **LNG** (K. Evers, K. Murti)

GRMN 0202 Intermediate German Continued (Spring)
The course format is the same as GRMN 0201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. 4 hrs. lect. (GRMN 0201 or equivalent) **LNG** (K. Evers,)

GRMN/WAGS 0226 To Veil or not to Veil: Germany and Islam (in English and in German) (Spring)
Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judaeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation and representation of 'femininity' within different cultural frameworks. Primary readings will include works by Özdamar, Senocak, Ören, Özakin, and Tekinay. This course is taught in English. It also provides WG credit. Students taking GRMN 0226 will not be allowed to take GRMN 0426 in subsequent semesters. *Students wishing to take this course for German credit should register under GRMN 0426-see course description under GRMN 0426.* 3 hr. lect./disc. **LIT SOC OTH CMP** (K. Murti)

GRMN/WAGS 0228 Women's Fictions in German-Speaking Countries (in English) (CW) (Not offered 2003-04)
This course provides an overview of women's cultural productions from the Weimar period to Reunification and explores issues of gender, female authorship, personal and national identity, and the politicization of the private sphere within the German cultural context. Required texts include May Opitz, *Showing Our Colors*, Ingeborg Bachmann, *The Thirtieth Year*, Christa Wolf, *What Remains*, Lukens and Rosenberg, *Daughters of Eve*, Sue-Ellen Case, ed., *The Divided Homeland*. **LIT SOC EUR**

(Prerequisite for all 0300-level courses and higher is GRMN 0202 or the equivalent.)

GRMN 0304 Advanced Writing Workshop (CW) (Fall)
With its emphasis on grammatical structures this course is designed to develop students' writing skills, bridging the 0200-level courses and the advanced 0300 and 0400 levels. From initial sentences and short paragraphs to a final term paper the course tries to assist individual students with their specific problems with German compositions. In addition to frequent written assignments, students also read excerpts from several German papers and magazines in order to familiarize themselves with a variety of narrative styles. 3 hrs. lect. **LNG** (K. Murti)

GRMN 0308 Coming to Terms with Nazism? (Not offered 2003-04)
One of the most important tasks of postwar Germany is to confront Hitler's legacy. How could a highly developed civilization such as Germany have fallen into the barbarism of the Third Reich? Drawing on literature from the 1945 "Zero Hour" to present discussions surrounding the Holocaust memorial in Berlin, this course presents representative examples of *Vergangenheitsbewältigung* ("coming to terms" with the past). We will examine texts by different generations of German writers (Borchert, Wolf, Weiss, Schlink), and trace the psychological, historical, and political debates on Nazi Germany (Alexander and Margarete Mitscherlich's *Inability to Mourn*, the Historians' Debate, and the German reception of Goldhagen's *Hitler's Willing Executioners*). **LIT EUR**

GRMN 0310 German in Its Cultural Contexts (Fall)
The course invites students to explore the culture and civilization of the German-speaking world from hindsight. Beginning with the year 2000, we will discuss texts in reverse chronological order, allowing us to start our inquiry within the more accessible world of the present and then proceed to the less familiar past. Such an inversion will utilize our familiarity with events of the recent times to enhance comprehension of what preceded them in history. Thus, the more removed a topic is, the more insight the reader can bring to its investigation. A montage of written and visual materials will expose students to high-brow, mainstream, and marginal cultures alike. 3 hrs. lect. **EUR** (M. Southern)

GRMN 0311 German Culture Since World War II (CW) (Not offered 2003-04)
Introduction to the culture, history, and society of contemporary Germany (East and West). The course draws on a wide variety of texts: short stories, films, television productions, essays, newspaper reports, as well as legal and historical documents. Topics include the reconstruction of Germany after World War II, the 1953 East German Workers' uprising, the 1968 student rebellion, the origins of European terrorism, post-war German art movements, Germany's attempts to cope with the legacy of the Holocaust, and the political and intellectual developments since reunification. Readings by Heinrich Böll, Peter Weiss, Christa Wolf, Peter Schneider, Jürgen Habermas, and others. A limited number of spaces are available in this class to satisfy the College writing requirement. **EUR**

GRMN 0313 How Grim Are the Grimm Brothers? Rereading Fairy Tales (CW) (Not offered 2003-04)
This course focuses on modern (re)readings of the Grimm brothers' fairy tales. Starting with a discussion of the brothers' lives and the cultural setting at the beginning of the nineteenth century, we concentrate on contemporary issues in these tales. Various approaches to literature allow us to create many spheres of interpretation. Historical, textual, psychological, and philosophical readings generate an array of possible meanings for modern audiences. A limited number of spaces are available in this class to satisfy the College writing requirement. **LIT EUR**

GRMN/FMMC 0314 German Cinema (in English and in German) (Not offered 2003-04)
Major trends and movements of German film history from the classic period of German Expressionism (Wiene, Lang, Murnau, Pabst) to the Fascist propaganda film (Harlan, Riefenstahl), the post-World War II "rubble films," and finally the rise and fall of New German Cinema (Fassbinder, Kluge, Wenders, Herzog, von Trotta). Issues to be discussed include history in film and film as history, the "aestheticization of politics" in Nazi cinema, "auteurist cinema," German film theory and criticism (Arnheim, Benjamin, Kracauer, Wenders), and finally, film as an instrument of public discourse. This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors). **ART EUR**

GRMN 0325 Representing the Unthinkable: The Holocaust in Art and Literature (in English and in German) (CW 3 German) (Not offered 2003-04)
Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors' testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? *This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors).* **LIT EUR**

GRMN 0330 Rethinking Literature (Fall)
This course focuses on the "literary" as a force within cultural discourse. A thorough understanding of literary periods and genres serves as the background for a critical investigation of modern theoretical approaches to literary texts. Discussing major works of German literature, students explore the notion of "literariness" in its various cultural contexts. 3 hrs. lect/disc. **LIT EUR** (K. Evers)

GRMN 0332 Imaginative Voyages (CW) (Not offered 2003-04)
"The lore of faraway places," Walter Benjamin writes, "is a fundamental part of storytelling. Journeys lead to stories. And stories lead to other journeys: imaginative voyages taken by the listener or reader." In this course, we will examine a wide range of narratives about journeys, paying special attention to recent theories regarding colonialism and travel. We will investigate recurring themes in travel fictions and travelogues: banishment, sexual conquest, violence toward "nature," getting lost, finding one's way "home." Readings will include works by Alexander Humboldt, Goethe, Pfeiffer, Hahn-Hahn, Hesse, and Grass, as well as newspaper and journal articles. **LIT EUR**

GRMN/LITP 0333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2003-04)
Would you sell your soul to the devil if you could receive whatever you wanted in return? Faust made that deal for ultimate knowledge. Did he achieve his goal? Can the devil be trusted? Who wins in such a scenario: Faust or the devil? The search for knowledge and its inherent pitfalls have occupied cultures for centuries. The "Faust" *Stoff* emanates from a literary tradition that revolves around this search and connects it with the inexplicable forces of the supernatural. We can find "Faust" in music, literature, and the visual arts not only all over Europe, but also in the United States. This course focuses on a discussion of "Faust" in music and literature, primarily in the works of Marlowe, Goethe, Gounod, Liszt, Mann, Bulgakov, and Kerouac. **LIT EUR**

GRMN 0336 German Rhythms: Poetry, Ballads, Songs (CW) (Not offered 2003-04)
Germany is known as "the country of poets and thinkers," but courses rarely address the literal meaning of this term. This class will explore German poetry from the Middle Ages to contemporary German poetry; the forms and "costumes" that poetry comes in (ballads, songs, aphorisms, commercials etc.); and the topics that make Germans 'muse.' At the same time, this class will introduce students to various ways of reading and interpreting (poetic) texts, to tools and approaches that will help unlock texts that, traditionally, have the reputation of being less easily accessible than prose. Limited places available for students to satisfy the College writing requirement. **LIT EUR**

GRMN 0403 From Weimar to Hitler (CW) (Not offered 2003-04)
This course examines the brief and intense period of artistic creativity and political upheaval in Germany's first democracy, the Weimar Republic. Beginning with Germany's humiliating defeat in World War I, we will cover the implications of the Versailles Treaty, the *Dolchstoß* (stab-in-the-back) theory, the stillborn revolution of 1918-1919, and the growing political polarization and apathy leading to Hitler's rise to power. Contrasting the political decline with the increase in cultural productivity, we will discuss the artists' outcry for spiritual rebirth, examining the development of Expressionism, Dadaism, and New Objectivity in literature, visual arts, theater, and film. Readings include texts by Lasker-Schüler, Toller, Fallada, Kafka, Brecht, and Thomas Mann. **LIT EUR**

GRMN 0412 The Berlin Wall: Then and Now (Not offered 2003-04)
From 1961 to 1989 the Berlin Wall was a physical reminder of the ideological divide separating East and West Germany. We will examine the wall's inception, its history, and the role it played in the political, cultural, and literary landscapes of divided Germany. We will also investigate the evidence of a persistent "inner wall" that continues to separate East and West Germans after political reunification. Our texts will interrogate the perspectives of both East and West and will include journalistic accounts, speeches, films and documentaries, and fiction from writers such as Christa Wolf and Peter Schneider.

GRMN 0416 Identity Politics in a Unified Germany (Not offered 2003-04)
The debate over German identity has taken on more conflicted dimensions since the recent unification of the two Germanies. The increasingly multicultural nature of the German society foregrounds questions about the homogeneity of the German identity. This course explores a variety of texts dealing with identity construction in which attempts to create a coherent and cohesive identity use 'others' based on race, religion, sexual orientation, gender, and physical ability. Texts: Volker Braun, Unvollendete Geschichte; Gertrud Kolmar, Eine jüdische Mutter; Kemal Kurt, Was ist die Mehrzahl von Heimat?; Christa Wolf, Auf dem Weg nach Tabou; May Ayim, Grenzenlos und unverschämt.

GRMN/MUSC 0417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (in English and in German) (Not offered 2003-04)
In this course we will look at the German musical-literary landscape in the nineteenth and early twentieth century with special emphasis on forms that merge music and literature (the "Lied," the "Künstlernovelle," the musical poem, opera). Eighteenth century aesthetics prepared the ground for a new approach to artistic production, and the nineteenth century witnessed an intense experimentation with the limits and possibilities of various artistic media and a deep concern with the (social) status of the artist. Taking a closer look at these "mixed" genres will provide insights in the development of the aesthetics of music and literature in the nineteenth century. As offered in English, this is comparable to a 0200-level course. This course is taught in English with 2 discussion sections: one in English (for students without German language background) and one in German (for students wanting German credit). This course also provides Music credit.

GRMN 0420 "America" in the German Imagination (CW) (Not offered 2003-04)
This course looks at "America" as the great imaginary Other of German culture. Discussions focus on the way America was functionalized as a shifting metaphor by diverse political and cultural factions from Weimar modernism to the racist connotations inscribed by the Nazis, the Americanization of (West) German culture after World War II, and the anti-Americanism of the sixties and seventies. The course traces the impact of the American Dream on the German collective imaginary as documented in literature and drama (Brecht, Johnson), reportage, travelogue, and essay (Kisch, Enzensberger), and, above all, popular literature (Karl May's German "westerns"), film, and media (Wenders, Adlon).

GRMN 0424 Kafka and the Metamorphoses of Modernity (Spring)
What does it mean to be modern, to live in modernity? Kafka, the most widely read German author of the 20th century, explored its fundamental paradoxes: celebrations of community and upheavals in family life, mass spectacles and lonesomeness, lawlessness and paranoid bureaucracy, sexual stereotypes and gender-bending, modern technology and rigid traditions. To explore these and other features of modern society, we will read Kafka's texts while contrasting his portrayal of modern life with films, stories, poems, and essays by Brecht, Freud, Kästner, Lang, Mann, Tucholsky and others. 3 hrs. lect./disc. **LIT EUR** (K. Evers)

GRMN 0426 To Veil or not to Veil: Germany and Islam (in English & in German) (CW 5) (Spring)
Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation

and representation of 'femininity' within different cultural frameworks. Primary readings will include works by *Özdamar, Senocak, Ören, Özakin*, and *Tekinay*. Lectures for this course will be given in English, with a discussion section in German for students wanting German credit. ***Students wishing to take this course in English should register under GRMN 0226 - see course description under GRMN 0226.*** The course also provides WAGS credit. Students taking this course will not be allowed to take GRMN 0226 in subsequent semesters. 3 hr. lect./disc. (K. Murti)

GRMN 0432 Freud, Jokes, and the German Comedy (CW 2) (Not offered 2003-04)
Comedies in German literature are rare. Germans, it seems, are not especially well known for their sense of humor, but why is this so? Drawing on Freud's essay "Jokes and Their Relation to the Unconscious" (1905), we will discuss the function of jokes and humor to question traditional notions of the comic and to develop a broader definition of the genre of comedy. Readings from Lessing, Kleist, Schnitzler, Sternheim, and Jelinek will help us to problematize the "happy ending" as a characteristic feature of the genre and to examine gender roles in comedy.

GRMN/GEOG/INTL 0436 Terrorism (in English) (CW 2) (Not offered 2003-04)
See International Studies listing for description. This course is equivalent to INTL 0436 and GEOG 0436. Register for this course under INTL 0436.

GRMN 0460 Fin-de-siècle Vienna (CW) (Not offered 2003-04)
Major innovations in art, architecture, music, and literature occurred in Vienna at the turn of the century. Politically the Habsburg monarchy was, unknowingly, nearing its end. Despite contributions by Gustav Klimt, Otto Wagner, Arnold Schönberg, and Arthur Schnitzler, scholarship often viewed fin-de-siècle Vienna as a period of decline and decay in which art and literature were characteristically apolitical. In this course an introduction to the historical, political, and cultural events of the Habsburg monarchy serves as background information through which to examine the literary texts. We explore works by representative authors within this socio-historical setting to find evidence of the authors' political engagement. Senior seminar taught in German. **LIT EUR**

GRMN 0480 Creating Interactive Text in German (Not offered 2003-04)
This course gives students the opportunity to participate in the creation of a German interactive text, using HyperCard. Working as a group, we will produce materials to be integrated into an interactive guided reading program. The program will be used as an annotated text in future 0200- and 0300-level German courses. Students will be assigned individual research projects, e.g., vocabulary/grammar aids, pertinent historical or cultural information, or the creation or preparation of maps and visuals related to the base text. There will be a different base text (or film) each time the course is taught. Geared toward seniors or students with advance language skills.

GRMN 0500 Independent Study
(Approval only)

GRMN 0800 Honors Project
(Approval only)

HISTORY

Professors: Elizabeth Endicott, Travis Jacobs, David Macey, John McCardell (president), Paul Monod, James Ralph, Neil Waters (chair), Don Wyatt (on leave); *Associate Professors:* Darién Davis, William Hart; *Assistant Professors:* Ian Barrow, Louisa Burnham, Jennifer Heuer, Kathryn Morse, Jacob Tropp (on leave); *Instructors:* Amy Morsman; *Humanities Professor:* James West.

The Department of History seeks to instill in its majors and in students from other disciplines who sample its offerings the awareness that no effort to make the past meaningful, the present intelligible, or the future conceivable can be divorced from the effort to comprehend change over time. The department encourages the intelligent application of that effort by asking students to regard themselves and their culture as changing entities in a historical continuum, not as the purpose or culmination of the past. Because the culture that surrounds us is rooted in the history of the West, majors are expected to take courses on the European and American past. To develop both a broader perspective on human history and a vantage point from which to reexamine their own past, majors also take courses outside of the geographical confines of the traditional West, and outside of the temporal confines of the last two centuries.

Because the field of history is inherently interdisciplinary, the department makes use of a variety of methodologies in its effort to produce students who can examine, discuss, and write about complex issues with intelligence and lucidity. It emphasizes training in research, critical analysis, writing, and oral expression. These are skills in broad demand in business, government service, international relations, law, and teaching.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one but no more than three 0100-level courses; (2) HIST 0203; (3) at least one course in European history (which may include Russia/Soviet Union) *and* one other course in the history of Asia, Africa, Latin America or

Russia/Soviet Union, taken above the 0100-level; (4) a reading seminar and a research seminar; (5) a two-term senior thesis, which counts as two of the required 12 courses.

Two of the courses required for the major must deal primarily with the period before 1800; HIST 0203 cannot be used to fill this requirement. In addition to winter term senior thesis study, one other winter term history course may be counted toward the number of courses necessary for a major in history. With permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Advanced Placement: Beginning with the class of 2007, an Advanced Placement (AP) grade of 4 or 5 in a history subject supplies one college credit (it continues to count as two college credits for the class of 2006 and earlier), and counts for one course towards the history major requirement of 12 history courses. An AP grade of 4 or 5 in a history subject cannot substitute for taking a 0100-level course. An AP grade of 4 or 5 in American history can substitute for HIST 0203. A student with such an AP grade can take HIST 0203 for credit, but cannot take HIST 0204 for credit. A student with such an AP grade who chooses not to take HIST 0203 will be required to take a 0300-level course in American history.

Joint Major: A student who is a joint major in history and another department must take a total of at least eight courses in history, chosen in consultation with a faculty adviser. Cognates are not allowed. A student must take at least one course in two of three sub-fields: Europe, U.S. and AAL (Asia, Africa, Latin America, Russia/Soviet Union), and one course in the period before 1800. The choice of courses should depend upon the need to achieve an intellectual coherence and integrity in the student's program. Joint majors must take a reading and a research seminar and must write a two-term thesis combining the skills of both major disciplines. In many cases, the requirements of a double major are only a little more difficult to fulfill and can prove more intellectually satisfying.

International Studies Majors with Disciplinary Focus in History:

1. A 0100-level course taken at Middlebury.

2. Four other lecture or readings courses, including at least two regional courses above the 0100 level and at least one course outside the regional focus. These should be taken at Middlebury, but with the permission of the history adviser, they can be taken abroad

3. A 0400-level research seminar normally taken in the senior year. This seminar, which will be in one of the regions covered in the International Studies Major, must be taken at Middlebury. Students who are writing a two-term senior thesis may substitute a reading seminar for the research seminar.

Minors in History (Please note that course numbers for some reading seminars have been changed in 2003. These courses count whether taken under current or previous number designations):

I. European history (five courses): (1) HIST 0103 or HIST 0104; (2) three of the following: HIST 0241, HIST 0242, HIST 0243, HIST 0244, HIST 0245, HIST 0246, HIST 0247, HIST 0248, HIST 0253, HIST 0254, HIST 0256, HIST 0257, HIST 0349, HIST 0350; and (3) one reading seminar in European history: HIST 0400 (formerly HI 412), HIST 0401, HIST 0402, HIST 0403, HIST 0404 or HI 413 (before 2003).

II. American history (five courses): (1) HIST 0203; (2) three of the following: HIST 0204, HIST 0362, HIST 0363, HIST 0364, HIST 0366, HIST 0367, HIST 0368, HIST 0371, HIST 0372, HIST 0373, HIST 0374, HIST 0375, and HIST 0377, and (3) one reading seminar in American history: HIST 0405, HIST 0406, HIST 0407, HIST 0408, HIST 0409, HIST 0410 (formerly HI 400) or HIST 0411.

III. Latin American history (four courses): (1) HIST 0285 and HIST 0286; (2) one of the following: HIST 0103, HIST 0104, HIST 0105, HIST 0243, HIST 0244, or HIST 0245; (3) one reading seminar in Latin American history: HIST 0412 (Formerly HI 410), or HIST 0413 (Formerly HI 411).

IV. Asian history (five courses): (1) HIST 0111 or HIST 0112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HIST 0101 or HIST 0102; HIST 0231, HIST 0232, HIST 0133 (formerly HI 233), HIST 0235, HIST 0236, HIST 0237, HIST 0238, HIST 0239; (3) HIST 0414, HIST 0417 (Formerly HI 409) or HIST 0418.

V. African history (four courses): (1) HIST 0225 and HIST 0226; (2) one of the following: HIST 0102, HIST 0105, HIST 0245, HIST 0246, HIST 0371, HIST 0372, HIST 0377, HIST 0415 (formerly HI 422); (3) HIST 0419 or HIST 0421.

Honors: A student must have at least a 3.2 average or above in history department courses other than the senior thesis, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HIST 0700).

HIST 0100-LEVEL COURSES

The 0100-level courses deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field of history.

HIST 0200-LEVEL COURSES

These are lecture courses that deal with a single cultural or national entity, or a clearly related group of such entities, over a substantial period of time (usually a century or more).

HIST 0300-LEVEL COURSES

These courses, for the most part, are temporally or topically focused courses. Most of them are also lecture courses.

Courses with a 0100-, 0200-, or 0300-level designation generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week. In addition to examinations, these courses usually require a formal paper or its equivalent.

HIST 0400-0430 READING SEMINARS

Unlike the courses below the 0400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. First-year students are admitted by waiver.

HIST 0431-0449 INTERNATIONAL STUDIES SEMINARS

These seminars are "capstone" courses required for the international studies major. They are thematic, interdisciplinary, cross-regional, and team-taught. Students who are not IS majors may take these courses for departmental credit, but they will not normally fulfill the history department major requirement of a 0400-level reading seminar.

HIST 0450-0460 WRITING AND RESEARCH SEMINARS

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by waiver.

HIST 0700 SENIOR INDEPENDENT STUDY

All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the department.

LECTURE COURSES

HIST 0101 In the Footsteps of Alexander the Great (Not offered 2003-04)
This course introduces students to the study of Eurasian history. We will follow Alexander's route from Greece through Turkey, Iran and into Pakistan by reading near-contemporary accounts and modern histories. At the beginning of each week we will read about his journey into new territory, while in the second half of the week we will explore that same area, but in a time period that is more recent. As we follow Alexander to the East, therefore, we will also examine the Greek/Turkish troubles in Cyprus, the Baath and Islamic revolutions in Iraq and Iran, and the Taliban successes and failures in Afghanistan. We will therefore use the narrative of Alexander's journey as a way of linking contemporary and ancient history, thinking across space as well as through time. A core course for the International Studies Major. **HIS OTH AAL CMP**

HIST 0102 History Across Frontiers: The Eurasian World in the Age of Empires (Fall)
No understanding of contemporary geography, politics, or economics is complete without acquaintance with the history of empires. Yet empires are difficult to characterize: what similarities exist between the Mughal governments of the sixteenth and seventeenth centuries and the British colonial administration of the eighteenth and nineteenth centuries? Are they called empires only because of their claims to world domination, or do they exhibit forms of rule common to all empires? To address these questions, we will focus on how the Mughals in India, the Safavids in Persia, and the Ottomans in Turkey interacted. A core course for the International Studies Major. **HIS SOC OTH AAL CMP** (I. Barrow)

HIST 0103 The Making of Europe (Fall)
This course covers the history of Western Europe from the death of Caesar in 44 B.C. to the Peace of Westphalia in A.D. 1648. We will examine three interrelated themes: political authority within European society, the development of the religious culture of the West and the challenges to that culture, and the ways in which the development of a European economy contributed to the making of Europe itself. While examining these questions from the Roman Empire to early modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors.) 2 hrs. lect., 1 hr. disc. **HIS SOC EUR** (L. Burnham)

HIST 0104 States and Revolutions (Spring)
Most powerful modern states trace their origins to some dramatic upheaval in government and society: a revolution. From where did the idea of revolution come, and why has it been so important in the for-

mation of national states and identities? This course will focus particularly on the English tumults of the seventeenth century, on the French Revolution of 1789-94, on the revolutions of 1848 in Europe, and finally on the Russian Revolution and its worldwide consequences. We will consider what these events may have in common, and whether they represent an age of revolutions that has only recently ended. (Not open to seniors.) **HIS SOC EUR** (P. Monod, J. West)

HIST 0105 The Atlantic World, 1492-1900 (Not offered 2003-04)
Linking the Americas with Europe and Africa, the Atlantic has been a major conduit for the movement of peoples, goods, diseases, and cultures. This course will explore specific examples of transatlantic interchange, from imperialism and slave trade to religious movements, consumerism, and the rise of national consciousness. It will adopt a broad comparative perspective, ranging across regional, national ,and ethnic boundaries. We will consider the varied experiences of Native Americans, Africans, and Europeans as they struggled to establish their own identities within a rapidly changing Atlantic world. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH CMP**

HIST 0111 Early East Asia (Fall)
This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "Sinic zone," and on the characteristics that made them distinct. Topics include: Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. (Not open to students who have taken HI 231 or HI 235.) 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL CMP** (N. Waters)

HIST 0112 Modern East Asia (CW 5) (Spring)
This course examines the East Asian region from approximately 1650 to the present. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Not open to students who have taken HI 232 or HI 236. Limited places available for students to satisfy the College writing requirement. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL CMP** (E. Endicott)

HIST/CLAS 0131 Archaic and Classical Greece (Fall)
See Department of Classics for description. **HIS LIT EUR**

HIST/CLAS 0132 History of Rome (Not offered 2003-04)
See Department of Classics listings for description. **HIS LIT EUR**

HIST 0133 Nomads of Eurasia (Spring)
This course will investigate the age-old conflict and coexistence of nomadic peoples and their sedentary neighbors in Eurasia. The persistence of the nomadic way of life into the twenty-first century suggests its adaptability in the face of often hostile political and social forces. The histories and cultures of nomadic peoples ranging from Afghanistan and the Middle East to Tibet and Mongolia will be examined. Central Asian Turkic peoples such as the Kazakhs and Kyrgyz will also be included. (formerly HI 233) 2.5 hrs. lect./disc. **HIS SOC OTH AAL CMP** (E. Endicott)

RELI/HIST/AMCV 0170 Religion in America: From Protestantism to Pluralism (Spring)
See Department of Religion listings for description. **PHL HIS USA NOR**

HIST 0203 United States History: 1492-1861 (CW 10) (Fall)
A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history may take HIST 0203 for credit. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (W. Hart, A. Morsman)

HIST 0204 United States History: 1861-1960 (CW 10) (Spring)
An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention given to the rise of industrial capitalism and its impact upon politics, economics, and social thought. A continuation of HIST 0203, but an independent course; there are no prerequisites. Students with AP credit in American history may not take HIST 0204 for credit. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (J. Ralph, A. Morsman)

HIST/ECON 0220 American Economic History since 1865 (CW) (Fall)
See Economic Department listings for description. **SOC HIS USA NOR** (R. Prasch)

HIST 0222 Introduction to Environmental History (Spring)
This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. The course explores several themes, including the consequences of European

expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (K. Morse)

HIST 0225 History of Africa to 1800 (Not offered 2003-04)
This course offers an introductory survey of African history from earliest times to 1800. Through lectures, discussions, readings, and films, we will explore Africa's complex and diverse pre-colonial past. Themes examined in the course include development of long-distance trade networks, the linkages between ecological change and social dynamics, the formation of large pre-colonial states, and the transatlantic slave trade and its impact on social and economic relations within Africa. A broader concern in the course is how we have come to understand the meaning of "Africa" itself and what is at stake in interpreting Africa's pre-colonial history. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL**

HIST 0226 History of Modern Africa (Not offered 2003-04)
We begin looking at revolutions in the early nineteenth century and the transformations surrounding the slave trade. Next we examine the European colonization of the continent, exploring how diverse interventions into Africans' lives had complex effects on political authority, class and generational dynamics, gender relations, ethnic and cultural identities, and rural and urban livelihoods. After exploring Africans' struggles against colonial rule in day-to-day practices and mass political movements, the last few weeks cover Africa's transition to independence and the postcolonial era, including the experience of neo-colonialism, ethnic conflict, poverty, and demographic crisis. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL**

HIST 0231 Imperial China (5 CW) (Fall)
The history of China, from her cultural beginnings to the conflicts with the West in the1840s and the internal unrest of the1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes, such as dynastic succession and bureaucratic centralization that were key constituents in shaping China's traditional period of development. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL** (E. Endicott)

HIST 0232 Modern China (5 CW) (Not offered 2003-04)
The history of China from the mid-nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation-state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Limited places available for students to satisfy the College writing requirement. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL**

HIST/JAPN 0235 The History of Pre-Modern Japan (5 CW) (Not offered 2003-04)
A study of the cultural, literary, and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include: the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy, and other concepts and processes that set Japan apart from other nations. 2 hrs. lect., 1 hr. disc. **HIS SOC OTH AAL**

HIST/JAPN 0236 The History of Modern Japan (5 CW) (Fall)
The social, intellectual, and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include: the transmutation of bushido (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor, and the historical roots of the economic achievements of contemporary Japan. **HIS SOC OTH AAL** (N. Waters)

HIST/PHIL 0237 Chinese Philosophy (Not Offered 2003-04)
A survey of the dominant philosophies of China, beginning with the establishment of the earliest intellectual orientations, moving to the emergence of the competing schools of the fifth century B.C., and concluding with the modern adoption and adaptation of Marxist thought. Early native alternatives to Confucian philosophy (such as Mohism, Daoism, and Legalism) and later foreign ones (such as Buddhism and Marxism) will be stressed. We will scrutinize individual thinkers with reference to their philosophical contributions and assess the implications of their ideas with reference to their historical contexts and comparative significance. 2.5 hrs. lect./disc. **PHL HIS OTH AAL**

HIST 0238 Ancient and Medieval India (Not offered 2003-04)
This course is an introduction to the historical study of pre-modern India. The course will cover the period from the Indus Valley Civilization to the heyday of the Mughal empire. We will examine the controversies swirling around the Indus Civilization, the Aryan invasions, and the establishment of caste and kingship as the basis of early Indian government. We will then proceed to read about subsequent empires, including the Mauryas, the Guptas, and the Islamic Sultanates. We will read a variety of texts, from traditional history books, to original sources (e.g., literature, religious

tracts, and contemporary political commentaries) **HIS OTH AAL**

HIST 0239 Modern India (Not offered 2003-04)
This course will be an introduction to modern Indian history. We will examine political events and social conditions since the decline of the Mughal Empire and the rise of the British Empire in the eighteenth century. We will also focus on three questions: Why did the British have an Indian Empire? How did India gain its independence in 1947? And what is India's postcolonial predicament? As an aid to answering these questions, the class will read a variety of texts, including primary sources, novels and histories. **HIS OTH AAL**

HIST 0241 Europe in the Early Middle Ages (Not offered 2003-04)
This course covers the formative centuries in European history which witnessed the emergence of Western Europe as a distinct civilization. During this period, A. D. 300-1050, the three major building blocks of Western European culture the classical tradition of Greco-Roman antiquity, the Judeo-Christian tradition, and Germanic tradition met and fused into an uneasy synthesis that gave Western Europe its cultural, ethnic, linguistic, and religious foundations. 2 hrs. lect., 1 hr. disc. **HIS EUR SOC**

HIST 0242 Europe in the High Middle Ages (Not offered 2003-04)
This course covers the development and expansion of western European civilization from approximately 1050 to 1300. This period witnessed the rise of towns, commerce, universities, and cathedrals, as well as important developments in the areas of politics, philosophy, and Western culture. Together, these achievements represent a fundamental shift in Western Europe from an impoverished, besieged society to a dynamic civilization that established the institutions and assumptions on which the modern West is based. The goal of this class is to view these achievements of medieval Europe in their own context, with appreciation of the methodological problems presented by medieval sources. **HIS SOC EUR**

HIST 0243/RELI 0289 The Mediterranean World, 400-1600 (Spring)
The Mediterranean has long been a crossroads between East and West and North and South, a meeting point of the Middle East, Northern Africa, and Southern Europe. Merchants and armies have plied the seaways carrying with them their religions and cultures. The pre-modern Mediteranean offered an exhilarating but, at times uncomfortable, mix of Jewish, Christian, and Muslim cultures. Starting from Fernand Braudel's conceit, we will consider the Mediterranean itself as an important character in the narrative of history. We will study the geography of the Mediterranean as well as its religious, economic, environmental, and cultural history with a view to bringing together different understandings of *Mare Nostrum* (our sea). 2 hrs lect./1 hr. disc. **HIS CMP** (L. Burnham)

HIST 0244 Society and Culture in Early Modern Europe, 1555-1789 (Fall)
War, famine, and disease marked the terrible "iron century" of European history, from 1550 to 1660. Out of this frightful crucible, modern society was created. We will trace this troubled genesis from the aftershocks of the Reformation to the first rumblings of the French Revolution, stressing the conflicts that gave rise to the modern world: monarchy vs. "liberty," religion vs. "enlightenment," elite vs. popular culture. Topics such as the family, witchcraft, warfare, and fashion will be given special attention. **HIS SOC EUR** (P. Monod)

HIST 0245 History of Modern Europe: 1800-1900 (Fall)
This course will trace several complex threads across the nineteenth century, a period that saw enormous changes in economic structures, political practices, and the experience of daily life. We will look specifically at the construction of nation-states, the industrial revolution and its effects on the lives of the different social classes, the shift from rural to urban life, and the rise of mass culture and its political forms. Taking a cultural perspective, we will consider, for example, the language of working-class politics, the painting of modern urban life, and imperialism in popular culture. 2 hrs. lect. 1 hr. disc. **HIS SOC EUR** (J. Heuer)

HIST 0246 History of Modern Europe: 1900-1989 (Spring)
Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the twentieth century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the postwar era. This century has seen a series of radically new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including de-colonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependency. 2 hrs. lect. 1 hr. disc. **HIS SOC EUR** (J. Heuer)

HIST 0247 Traditional Russia (Fall)
This course will examine the social, economic, and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite, and

Imperial periods and end with the reforms and counter-reforms of the 1860s and 1880s and the rise of the revolutionary movement. 2 hrs. lect. 1 hr. disc. **HIS SOC OTH AAL** (J. West)

HIST 0248 Modern Russia (CW 5) (Spring)
Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize. 2 hrs. lect. 1 hr. disc. **HIS SOC OTH AAL** (J. West)

HIST 0253 British History: 1603-1815 (Not offered 2003-04)
The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchic but more flexible order, able to withstand the challenges of radicalism and the American and French revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience tensions of industrialism. This course will concentrate on the religious, social, and political aspects of these transformations. 2 hrs. lect., 1 hr. disc. **HIS EUR**

HIST 0254 British History: 1815-1979 (Not offered 2003-04)
The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. War and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of postwar Britain. Today, empire gone and industry spent, Britain continues to provide both warning and example to the rest of the world. **HIS EUR**

HIST/MUSC 0256 Topics in European Culture and History (Not offered 2003-04)
This course will examine the catastrophic collision of tradition and modernity in the Weimar Republic (1919-1933). We will trace the evolution of Germany's politics of Kultur in the decades preceding WW I. The modernist explosion of the Weimar period forms the centerpiece of the course. We will conclude with a consideration of the rise of Nazism in the 1930s. In addition to films and a wide range of musical works, readings will include: Stern, *The Politics of Cultural Despair*; Nietzsche, *Thus Spoke Zarathustra*; Thomas Mann, *The Magic Mountain*; Gay, *Weimar Culture*; Hitler, *Mein Kampf*; Rees, *The Nazis*; Heinrich Mann, *Mephisto*. 3 hr. lect./disc., screen. **ART HIS EUR**

RELI/HIST/AMCV 0271 The Puritans and Their Cultured Despisers (CW) (Spring)
See Department of Religion listings for description. **PHL HIS USA NOR**

HIST/PHIL 0273 Confucius and Confucianism (Not offered 2003-04)
Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 B.C.) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. 2.5 hrs. lect./disc. **HIS PHL OTH AAL**

HIST 0285 Colonial Latin America (CW 5) (Fall)
We will examine the formation of Latin American societies from the fifteenth to the nineteenth century, with emphasis on four major phases: indigenous, European, and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the nineteenth century. **HIS SOC OTH AAL** (D. Davis)

HIST 0286 Modern Latin America (Spring)
This survey will trace the philosophical, economic, political, and cultural developments of Latin America from independence to the present day. Particular emphasis will be placed on the formation of nation-states; issues of development, including agricultural production and industrialization; national and cultural symbols; and social relations within Latin American societies. The aim of the course is to provide a broad background of the five major geographical areas of modern Latin America, which include Mexico, Central America and the Caribbean Basin, Brazil, the Andes, and the Southern Cone. **HIS SOC OTH AAL** (D. Davis)

HIST 0301 Problems in Contemporary Historiography (Spring)
We will explore competing conceptions of the nature of historical inquiry. The historian's craft will be

examined through the varied lenses of major methodological and philosophical paradigms prevalent over the last 30 years: Marxism, "critical" history, structuralism and the Annales School, and post-structuralism. Texts of the philosophers whose thought informs these approaches, such as Marx, Nietzsche, Saussure, Derrida, and Foucault, will be read. Historians whose scholarship has been shaped and influenced by these paradigms, such as Eric Hobsbawm, E.P. Thompson, Fernand Braudel, Le Roy Ladurie, Dominic LaCapra, and Hayden White, will also be considered. 3 hrs. sem. **HIS PHL EUR** (J. West)

HIST 0302 European History through the Eyes of the Novelist (Not offered 2003-04)
This course will be a thematic survey of the major cultural trends in European society from the Enlightenment to the twentieth century. Beginning from the premise that cultural production reflects the historical conditions under which it was created, the course will examine European literary works of the Enlightenment, the Romantic Age, the Age of Positivism, and the early twentieth century. Major works to be read will include: Goethe's *Sorrows of Young Werther*, Voltaire's *Candide*, Turgenev's *Fathers and Sons*, Dostoevsky's *Crime and Punishment*, Mann's *Death in Venice*, Eliot's *The Wasteland*, and others. Corresponding works of art, architecture, and music will also be considered. **HIS LIT EUR**

HIST 0310 Film and History (Fall)
Cinema is a powerful medium for the interpretation of the past. Some film biographies, period pieces, and documentaries have provided us with insightful information about human history; others have distorted issues or served as propaganda. In this class we will study the challenges and promises of film as a historical artifact by focusing on cinematic representation of oppression and liberation (from colonial and independence struggles and national liberation to the rise of ethnic consciousness and guerrilla movements of the twentieth century). Students will not only study and research the historical events or issues represented on the screen but also become involved in the creative process of historical representation. We will discuss films from countries around the world but most of our examples will come from Latin America and the Caribbean. **HIS OTH** (D. Davis)

HIST/PHIL 0319 Readings in the Philosophy of History (Not offered 2003-04)
Even before the appearance of Georg W. F. Hegel's classic study *The Philosophy of History*, a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be without or somehow "outside of" history? These are among the questions we will examine in this course as we ourselves read and deliberate on a wide variety of philosophies of history, while concentrating foremost on the most influential versions developed by Hegel and by Karl Marx. 3 hrs. sem. **PHL HIS EUR**

HIST/CLAS 0331 Athens and Sparta (Not offered 2003-04)
See Department of Classics listings for description. **LIT HIS EUR CMP**

HIST/CLAS 0332 Roman Law (Not offered 2003-04)
See Department of Classics listings for description. **HIS EUR**

HIST/CLAS 0337 From Alexander to Rome (Not offered 2003-04)
See Department of Classics for description. **LIT HIS EUR**

HIST 0349 History of Germany from 1648 to the Twentieth Century (Not offered 2003-04)
The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the seventeenth and eighteenth centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War. **HIS SOC EUR**

HIST 0350 The Jews in Modern Europe, 1760-1939 (Not offered 2003-04)
A study of the process through which the Jews, isolated on the fringe of society until near the end of the eighteenth century, integrated into the mainstream of European life. How did the Emancipation, the achievement of the rights of citizenship, and the process of assimilation transform the existence of the Jews? How did they adapt to their Christian surroundings and yet retain a distinctive Jewish identity? How were ancient anti-Jewish prejudices refashioned into new stereotypes, and how did the Jews respond to political movements of anti-Semitism? The course ends with a study of the rise of Zionism. **HIS PHL EUR**

HIST 0362 Revolutionary America: 1763-1800 (Spring)
A study of the origins, progress, and significance of

the American Revolution. In this course we examine the diverse economies, cultures, and sociologies of the American Colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution. **HIS USA NOR** (W. Hart)

HIST 0364 Civil War and Reconstruction: 1845-1890 (Spring)
This course explores the era of the American Civil War with an emphasis on the period 1861-1865. It combines lectures, readings, class discussion, and film to address such questions as why the war came, why the Confederacy lost, and how the war affected various elements of society. We will also explore what was left unresolved at the end of the war, how Americans responded to Reconstruction, and how subsequent generations have understood the meaning of the conflict and its legacy. We will make a special effort to tie military and political events to life on the home front. 2 hrs. lect. 1 hr. disc. **HIS USA NOR** (A. Morsman)

HIST 0367 Twentieth-Century America, 1929-1955 (Fall)
A study of the political, social, and diplomatic history of the United States, from the Great Depression to the late 1950s. The course will concentrate on FDR's New Deal response to the economic crisis of the 1930s, the challenge of fascist totalitarianism, World War II and its impact, and postwar America with emphasis on Truman's Fair Deal, the emerging Cold War, the Red Scare and McCarthyism, and the "American High" of the 1950s. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (T. Jacobs)

HIST 0368 Twentieth-Century America, 1955-2000 (Spring)
A study of the political, social, and diplomatic history of the United States from the Eisenhower equilibrium and the consumer culture of the 1950s to the 1990s. The course will concentrate on the emergence of JFK's New Frontier, LBJ's Great Society and the Civil Rights movement, the Vietnam War, Nixon and the Watergate scandal, the economic crises of the 1970s, the emergence of conservatism leading to the Reagan era, and the end of the cold war, and the prosperity of the 1990s and the Clinton years. 2 hrs. lect., 1 hr. disc. **HIS USA NOR** (T. Jacobs)

HIST 0371 African American History (Not offered 2003-04)
This course will explore the history of the African American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African American story within the context of the developing American nation, its institutions, and its culture. 2 hrs. lect., 1 hr. disc. **HIS USA NOR**

HIST 0372 The Civil Rights Revolution (Fall)
A study of the quest for a more inclusive American polity in the twentieth century. The modern civil rights movement is the central focus, but this course offers more than a survey of events from Montgomery to Memphis. It explores the pre-World War II roots of the modern black freedom struggle, the impact of the heroic phase of the civil rights movement, and the ambiguous developments since 1970. This course employs a "race relations" perspective, stressing the linkages among the experiences of African Americans, whites, and other groups. 2 hrs. lect. 1 hr. disc. **HIS USA NOR CMP** (J. Ralph)

HIST/AMCV/WAGS 0373 History of American Women (Not offered 2003-04)
Did you ever wonder how the Industrial Revolution or the Civil War might be understood if you consider gender as part of American history? This course will examine women's social, political, cultural, and economic position in American society. We will explore the shifting ideological basis for gender roles, as well as the effects of race, class, ethnicity, and region on women's lives. Topics covered will include: women's political role, women's work, sexuality, access to education, the limits of "sisterhood" across racial and economic boundaries, and the opportunities women used to expand their sphere of influence. Also cross-listed with WG. 2 hrs. lect. 1 hr. disc. **HIS USA NOR CMP**

HIST 0374 History of the American West (Fall)
This is a survey of the history of the trans-Mississippi West from colonial contact through the 1980s. It explores how that region became known and understood as the West, and its role and meaning in United States history as a whole. The central themes of this course are conquest and its legacy, especially with regard to the role of the U.S. federal government in the West; human interactions with and perceptions of landscape and environment; social contests among different groups for a right to western resources and over the meanings of western identity; and the role of the West in American popular culture. 2 hrs. lect., 1 hr. disc. **HIS SOC USA NOR** (K. Morse)

HIST 0375 The History of Urban America (Not offered 2003-04)
"The magnification of all the dimensions of life," writes Lewis Mumford, " . . . has been the supreme office of the city in history." Mumford's appraisal of the mission of the city can be debated, but the importance of the city to civilization cannot be

denied. This course traces the rise of the city in America from the colonial era to the present. It explores why Americans have huddled in concentrated settlements and the consequences of that clustering. Special attention will be given to the growth of the industrial city of the late nineteenth century and the modern metropolis of the twentieth century. 2 hrs. lect., 1 hr. disc. **HIS USA NOR**

HIST 0377 Comparative Slavery in the Americas (Not offered 2003-04)
This course will examine the development and decline of the institution of slavery in the United States between 1619 and 1865 by comparing the institution to slavery in the Caribbean and Latin America (principally Brazil). Themes and topics to be explored include: ecology and slavery, religion and slavery, the international slave trade, nationalisms and race, slave communities, slave resistance, emancipation, and freedom. Readings for the course will range from scholarly monographs to slave narratives. **CMP HIS**

READING SEMINARS (Please note: course numbers for some reading seminars have been changed in 2003.)

HIST 0400 Readings in Medieval History: Medieval Science, Technology and Magic (Fall)
Modern understanding may link science with technology, but magic is a world apart. In the Medieval West, where alchemy and the astrolabe comfortably shared a workroom, intellectuals pursued both with equal fervor and equal respectability. This class will explore the medieval meanings and context of "science" and "magic," as well as developments in technology, and the relationship to authority of all three. (Formerly HI 412) 3 hrs. sem. (L. Burnham)

HIST 0401 Readings in Modern European History: Citizenship and Violence in the French Revolution (Not offered 2003-04)
The French Revolution provided a model for democratic political reform throughout the world, spreading new ideas about social equality, national identity, and rights for women, slaves, and religious minorities. It also led to a period of extreme violence, with thousands of people killed in the name of revolutionary change. We will examine the attempt to create a just society and the violence against internal and external enemies, from the fall of the Bastille to Napoleon's ascent as emperor. We will look at events in France, the shock tremors in French colonies and Europe, and the long-term repercussions of change.

HIST/WAGS 0402 Readings in European History: Sex and Society in Modern Europe (Fall)
Since 1789, European women have encountered great upheavals including massive industrialization, intense political and social struggles, and the brutal wars of the twentieth century. This seminar examines how women have experienced and participated in these transformations and how such developments were themselves influenced by ideas about gender differences. We will explore topics such as changing patterns of work and material life, the development of domestic ideology, medico-sexual politics, consumer culture, and fascism. We may also look at some of the gendered aspects of nationalism and the role of European women in colonialism. 3 hrs. sem. (J. Heuer)

HIST 0403 Readings in Modern European History: Tudor England (Spring)
This was one of the most exciting and dynamic periods of English history. It saw the Protestant Reformation, the establishment of a strong monarchy, and the beginnings of imperial expansion overseas. It was also a time of social upheaval, popular unrest, and witchcraft trials. The age of Henry VIII, Queen Elizabeth, Francis Drake and William Shakespeare, it defined for later generations what it meant to be English. 3 hrs. sem. (P. Monod)

HIST 0404 Readings in Russian and Soviet History: Stalin and Stalinism (Spring)
Stalin and Stalinism have had a tremendous influence in shaping the former Soviet Union as we know it today, and while Russia has formally rejected the Stalinist system, its influences continue to be felt. Utilizing a combination of biographical and analytical readings, as well as original memoirs, this course will focus on the man and the myth and their influence on various aspects of the Soviet and post-Soviet polity, economy, society, and culture. 3 hrs. seminar. (D. Macey)

HIST 0405 Readings in American History: The Civil War and American Historical Memory (Fall)
A consideration of the sectional conflict and its influence on both the participant and successor generations. Though the focus will be primarily upon historical and literary texts, the seminar will also explore artistic, architectural, musical, and cinematic expressions of the war and its meaning. (Not open to students who have taken HA 407, AC 365 or HI 364.) 3 hrs. sem. (J. McCardell)

HIST 0406 Readings in American History: American Environmental History (Not offered 2003-04)
Although the U.S. has long been thought "nature's nation," scholars have only begun to include the study of human interactions with nature in their study of the American past. This course will examine the history of interactions between human beings and their physical environments in North America,

through readings that bring plants, animals, climates, and landscapes as well as human culture, politics, labor, race, and gender into histories of settlement, capitalism, urbanization, region, science, and policy. Readings will also trace the emergence of this new field, and the problems inherent in creating a more inclusive account of the past.

HIST 0407 Readings in American History: Cultures in Contact (Spring)
The course will examine the dimensions of cultural contact among Native Americans, Europeans, African Americans, and Euro Americans in the eastern half of the United States, from early encounters at Roanoke, to Cherokee removal to Oklahoma. Themes of investigation include: encounter vs. invasion; Indian depopulation by men, microbes, and munitions; religious conversion; cultural persistence, change, and revitalization; slavery by and of Indians; and the changeable image of the Indian. 3 hrs. sem. (W. Hart)

HIST/WAGS 0408 Readings in American History: Gender & Race in the American Experience (Not offered 2003-04)
This course will explore a variety of ways that gender and race have shaped the lives of Americans living in the nineteenth and twentieth centuries. We will also examine how Americans from all walks of life have used gender and racial distinctions to manipulate their identity, improve their circumstances, resist oppression, and gain leverage over others. Readings will address the negotiation of gender and racial boundaries from the antebellum period, through the great migration and immigration waves at the turn of the twentieth century, during military conflicts, and up through the Civil Rights movement. 3 hrs. sem.

HIST 0409 Readings in American History: America and World War II (Fall)
The terms "Good War" and "Splendid Generation" have been applied to World War II and the Americans who fought it. This seminar will examine the way historians have described the totalitarian challenge in the late 1930's, Pearl Harbor and the war against Japanese aggression in the Pacific, Hitler's fascism in Europe, the vast social economic changes on the "home front," and the end of the war with the bombing of Hiroshima and Nagasaki. (formerly HI 406) 3 hrs. sem. (T. Jacobs)

HIST 0410 Readings in American History: The Protest Impulse (Not offered 2003-04)
An exploration of the protest impulse in American history, with particular attention given to the American Revolutionaries, Populists, and Civil Rights activists. Among the key questions to be explored are: What are the principal causes of insurgency? What is the relationship between a leader and a protest movement? Is there an American protest tradition? Why are some insurgent groups more successful than others? As these questions are discussed, we will examine the qualities of good scholarship, the role of theory in history, and the influence of political commitments on the shaping of interpretations. (Formerly HI 400) 3 hrs. sem.

HIST 0411 Readings in American History: The American West (Spring)
The last few decades have brought an explosion of new historical research and writing on the American West, in fields ranging from environmental, cultural, and urban history to Native American, gender, social and labor history. We will explore how scholars define and interpret the region which, perhaps more than others, has come to define the United States as a nation and Americans as a diverse people. Readings will trace how the West was created, conquered, settled, and transformed, and will explore the vibrant contests over land, democracy, identity, and mythic imagination that define the region. **HIS NOR** (K. Morse)

HIST 0412 Readings in Latin American History: Human Rights, Civil Rights, and Citizenship in Latin America (Not offered 2003-04)
This course examines the historical development of the concept of "rights" and "citizenship" in Latin America from the perspective of the state, grassroots activists, and international organizations. We will study the evolution of terms such as "race," "nationhood," and "sovereignty" and contrast them with the idea of "universal human rights." We will discuss the tensions between national and individual rights and study models of reconciliation and national unity. Case studies will come from Latin America and the Caribbean (from slavery and abolition to the dictatorships and disappearances), but it will be essential to place them into the broader international context. (Formerly HI 410)

HIST 0413 Readings in Latin American History: Brazil and its Neighbors (Spring)
This course will explore the history and culture of Brazil from 1800 to the present. Special emphasis will be placed on the cultural and social history of Brazil and the development of Brazil's unique sense of Latin American-ness. We will study the changing relationships between Brazil and its Spanish-speaking neighbors over time. It will also be important to examine Brazil's conflicts with its neighbors as well as ways in which Brazil has successfully cooperated with other Latin American countries. (Formerly HI 411) 3 hrs. sem. (D. Davis)

HIST 0414 Readings in the History of India: Gandhi and the Independence of India (Spring)
This course will focus on the works and actions of

Mahatma Gandhi. At one level, the readings will provide an introduction to the philosophy and life of one of the most significant, influential, and well-known figures of the twentieth century. At another level, the course will discuss in detail the major themes and occurrences in modern Indian history, tracing the rise and ultimate victory of the Indian nationalist movement. The class will read a variety of texts, including books written by Gandhi, tracts published by his political and religious opponents, social commentaries, contemporary novels, and engaging histories. 3 hrs sem. (I. Barrow)

HIST 0415 Colonialism (Not offered 2003-04)
This course will examine the history of European colonialism since the early eighteenth century. We will focus on the British Empire in India, although other empires, such as the French, will be studied briefly. Issues to be addressed will include: the social, political, and economic reasons for colonialism, the causes of its collapse, and the ways in which it was represented in art and literature. We will also examine the strength and power of anti-colonial sentiment and activity. Readings will include histories, biographies, and novels. (formerly HI 222)

HIST 0417 Readings in Chinese History: Nineteenth and Twentieth Centuries (Fall)
Readings will explore a variety of topics including nineteenth- and twentieth-century Chinese and Russian dominance over Central Asia; present-day Chinese policies towards minority peoples (Tibetans, Mongols, Uighurs, Kazakhs, and others) within China; the radicalization of twentieth-century Chinese politics; the position of Chinese intellectuals in relation to the state; and the process of modernization of China's economy and society. (Formerly HI 409) (E. Endicott)

HIST/JAPN 0418 Readings in Japanese History: Pearl Harbor and Hiroshima (Not offered 2003-04)
America's experience in World War II began and ended with Japan, and this course emphasizes the events that marked the opening and closing of active hostilities between the two Pacific powers. Both Pearl Harbor and the dropping of the atomic bombs have generated enormous controversy, both at the time and in retrospect. Students will read and discuss a wide selection of materials that examine these events and their contexts from both Japanese and American perspectives.

HIST 0419 Readings in African History: Environmental History of Africa (Not offered 2003-04)
This seminar will explore the history of human-environmental interaction on the African continent. The course examines how scholars have begun unraveling dominant historical understandings of African landscapes, cultures, and pre-colonial ecologies. A major portion of the course looks at how colonial relations shaped conflicts over environmental control and ecological change and the legacies of such dynamics in the postcolonial era. Readings on gender relations, urban environmental change, and the evolution of development thinking will be the focus of class discussions on new ways of interpreting African social and environmental change.

HIST/WAGS 0421 Readings in African History: Women and Gender in Africa (Not offered 2003-04)
This course takes up the challenge of understanding women's experiences and the role of gender in Africa's past. We will read from a wide variety of disciplinary perspectives and literary forms, including ethnographies, life histories, and fiction, in order to explore different methodological and interpretive approaches to these subjects. Themes will include: changes in the structure of patriarchy and women's status in the pre-colonial period, the gendered impact of colonial rule on African economies and ecologies, historical identities of masculinity and femininity, and gendered experience of postcolonial "development." Prior experience in African history is not required.

INTERNATIONAL STUDIES SEMINARS

HIST/INTL 0449 Imperialism and Culture (Spring)
Please see International Studies listings for description. This course is equivalent to HIST 0449 and FREN 0449. Register for this course under INTL 0449; see International Studies section for registration procedure. **AAL CMP** (I. Barrow, E. Knox)

RESEARCH SEMINARS

HIST 0450 Writing and Research: East Asian History (Not offered 2003-04)
This seminar is designed to serve the needs of students who seek to focus primarily on China or Japan, as well as those interested in pursuing research topics that deal with both countries. The course is jointly taught by both a China and a Japan historian, who will familiarize students with the fundamental approaches to, and methods for, the study of China and Japan from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructors, and will be supervised by the instructor whose expertise most closely matches the topic. Course readings will be of an interdisciplinary, as well as historical nature. 3 hrs. sem

HIST 0451 Writing and Research: Medieval and Early Modern Europe (Not offered 2003-04)
This seminar is designed to provide an introduction to the principal sources and methodologies of

European history before 1800. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources. 3 hrs. sem.

HIST 0452 Writing and Research: European History (Spring)
Students enrolled in this course, which emphasizes the acquisition of research and writing skills, will be able to select topics from within the social, economic, political, and cultural history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). 3 hrs. sem. (J. Heuer)

HIST 0453 Writing and Research: The Americas (Fall, Spring)
The course emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 0500 projects in American history will fulfill the research seminar requirement, except with approval. Students are encouraged to take HIST 0453 in the spring; approval is required to take the course in the fall. 3 hrs. sem. (J. Ralph; T. Jacobs, J. Ralph)

HIST 0455: Research in Latin America and the Iberian Worlds (Fall)
This course is designed to encourage research and discussion on critical issues of the Hispanic and Lusophone worlds. We will explore themes in Latin American, Spanish, and Portuguese history, as well as issues related to Latinos in the United States. In class, emphasis will be placed on examining and analyzing primary and secondary materials from a number of disciplinary perspectives and on conceptualizing, organizing, and writing. At the end of the course, you will be required to produce a major research paper on a topic of interest to you that is related to any of the above. Papers may be written in Spanish, English, or Portuguese. (D. Davis)

HIST 0456 Writing and Research: African History (Not offered 2003-04)
This seminar is designed to serve the needs of students interested in pursuing research topics that deal with Africa. The course emphasizes methodological strategies, the interpretation of source materials, historiographical trends, and research and writing techniques. After consulting with the instructor, students will write and submit a research paper on a topic of their choice concerning the African past.

HIST 0500 Special Research Projects (Fall, Winter, Spring)
HIST 0500 projects during the junior year may be used to fulfill the research seminar requirements. (*Approval required*)

HIST 0700 Senior Independent Study (Fall, Winter, Spring)

HISTORY OF ART AND ARCHITECTURE

Professors: Glenn Andres, Cynthia Atherton, John Hunisak, Kirsten Hoving (chair); *Assistant Professors:* Pieter Broucke, Nina Rowe; *Visiting Assistant Professors:* Katherine Smith Abbott, Parker Croft; *Director, Middlebury College Museum of Art:* Richard Saunders

The Department of History of Art and Architecture is dedicated to the belief that study of the visual arts provides a rewarding framework for a liberal arts education. Our students study works of art and architecture as objects of intrinsic significance, as well as in relation to the Western and non-Western cultures that produced them. Our goals are to provide students with a broad, general exposure to the history of art and architecture; to help students develop a familiarity with the formal properties of works of art and architecture; to help students develop critical and analytical tools for the study of the history of art and architecture; to encourage students to ask meaningful questions about works of art and architecture by seeing them as manifestations of culture in a historical context; and to provide students with extensive first-hand experience of actual works of art and architecture. For senior majors, a trip during the final week of winter term to an important artistic center (New York or another large city) is an integral component of study in this department.

Required for the Major, History of Art Emphasis (12 courses): Two of the following three: HARC 0101, HARC 0110, HARC 0111; one course in non-Western art history; one course in studio art; at least five additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 0100 level; HARC 0700 (fall of senior year); HARC 0710 and HARC 0711 (senior thesis, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Graduate programs in the history of art and classical archaeology require students to pass reading examinations in at least two foreign languages.

Joint Major, History of Art Emphasis (8 courses): Two of the following four: HARC 0101, HARC 0110, HARC 0111, a course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 0100 level; HARC 0700; HARC 0710 and HARC 0711 (senior thesis, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, History of Art Emphasis (6 courses): Two of the following four: HARC 0101, HARC 0110, HARC 0111, a course in non-Western art history; four additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 0100 level.

Required for the Major, Pre-Architecture Emphasis (12 courses): Two of the following three: HARC 0101, HARC 0110, HARC 0111; one course in non-Western art history; two courses in studio art; two courses in architectural studio (HARC 0130 during winter term and HARC 0330 during fall term, or an approved substitute course for the latter); three additional courses in the history of art and architecture distributed among several historical periods or traditions and taken at a mix of levels above the 0100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HARC 0730 and HARC 0731 (senior architectural design, winter and spring terms). *It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year.* Advisory: Architecture schools expect candidates to have taken two semesters each of math and physics.

Joint major, Pre-architecture Emphasis (8 courses): Two of the following four: HARC 0101, HARC 0110, HARC 0111, a course in non-Western art history; two courses in architectural studio (HARC 0130 during winter term and HARC 0330 during fall term, or an approved substitute course for the latter); two additional courses in the history of art and architecture distributed among several historical periods or traditions and taken above the 0100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HARC 0730 and HARC 0731 (senior architectural design, winter and spring terms). *It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year.* A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, Pre-architecture Emphasis: no minor is offered.

Honors: Cumulative departmental average (including senior work) of at least 3.1. Categories of honors: 3.1-3.4, honors; 3.5-3.6, high honors; 3.7-4.0, highest honors.

HARC 0101 Monuments and Ideas in the History of Art (CW15) (Fall)

Introduction to the study of Western art history. Not a survey, but an in-depth investigation of selected art works, considered individually and in broader contexts. We will study buildings, paintings, and sculptures as chronologically distant as Stonehenge and as recent as the work of Keith Haring. **ART HIS EUR** 2 lect./1 disc. (J. Hunisak)

HARC 0103 Introduction to Asian Art (Fall)

This course will examine the painting, sculpture, architecture, and decorative arts of India, China and Japan. Works of art will be studied in terms of style, religious meaning (especially with reference to Buddhism and Hinduism), and social and historical context. Discussion sections will focus as much as possible on examining relevant works of art in the College Museum and other collections. **ART HIS OTH** 2 lect./1 disc. (C. Atherton)

HARC 0110 History of Art and Architecture Survey I: Ancient to Renaissance (Fall)

A comprehensive survey of Western visual culture ranging from the prehistoric period to the beginning of the Renaissance, this course chronicles the evolution in painting, sculpture, and architecture of the ancient Near East and Egypt, classical Greece and Rome, and medieval Europe. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, groups, or individuals that produced them. 2 lect./1 disc. **ART HIS EUR** (N. Rowe)

HARC 0111 History of Art and Architecture Survey II: Renaissance to the Present (Spring)

A comprehensive survey of Western artistic expression that chronicles the evolution in painting, sculpture, and architecture from the Renaissance and Baroque eras, through the Enlightenment and the Industrial Revolution, to the modern and post-modern twentieth century. This course is designed for those who wish to build a broad acquaintance with the major works and movements of western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. 2 lect./1disc. **ART HIS EUR** (G. Andres)

HARC 0130 Introduction to Architectural Design (Winter)

This studio course introduces students to the methods used in the practice of architecture, landscape architecture, and environmental art. The course's goals are to use the process of design to gain insight regarding individual and community value systems and to provide basic experience in the design professions. Keeping a daily journal and participating in intensive group and individual work within the studio space are requirements. Recommended for anyone wishing to improve his or her appreciation for the built environment. This Winter term course meets 5 days per week and requires a minimum of 30 hours per week in the studio space. **ART** (P. Croft)

HARC/SOAN 0170 Anthropology through the Arts (Spring)
See Department of Sociology/Anthropology for description. **ART SOC** (D. Napier)

HARC/RELI 0185 Art and the Bible (Spring)
See Department of Religion listings for description. **ART PHL EUR** (C.Wilson)

HARC 0200 Renaissance Architecture (Not offered 2003-04)
A selective survey of Italian architecture from the inception of the great dome in Florence to the completion of that at St. Peter's in Rome. This course will examine the works of major fifteenth- and sixteenth-century masters (Brunelleschi, Alberti, Bramante, Michelangelo, Palladio), conceptual approaches (perspective, classicism, neo-platonism, mannerism), and centers (Florence, Milan, Rome, Venice) to understand their potency for their time and as models for architectural production ever since. **ART HIS EUR**

HARC 0201 Italian Renaissance Art: 1350-1550 (Spring)
This course will focus on the art produced in Italy during the late fourteenth through the early sixteenth centuries. In addition to studying the chronological development of painting, sculpture, and architecture, we will consider such issues as artistic training, patronage, domestic life and the literary achievements of this period of "rebirth." Focusing on urban environments such as Florence, Siena, Padua, Venice, Rome, and Urbino, we will give special attention to the manner in which artistic production was shaped by place. 2 lect./1 disc. **ART HIS EUR** (K. Smith-Abbott)

HARC 0202 Modern Art (Spring)
This will survey the major movements and artists in the history of modern art, from Impressionism to around 1980, in Europe and in the United States. We will focus on the development of style, aesthetic concerns, and social contexts. Topics will include individual artists, such as Picasso and Matisse, as well as the development of styles, such as Abstract Expressionism and Pop Art. 2 lect./1 disc. **ART EUR** (K. Hoving)

HARC 0203 Introduction to Indian Art: From the Indus Valley to the British Raj (Not offered 2003-04)
This course will examine the rich artistic heritage of the Indian subcontinent from its ancient roots up to the period of British rule. We will cover a broad spectrum of artistic expression, ranging from ancient nature cults to Buddhism, Hinduism, and Islam. Special emphasis will be given to an understanding of how the sculpture, architecture, and painting express religious, cultural and social issues and ideals. Themes explored will include: religious and imperial iconography, methods of expressing the divine, narrative techniques, aesthetics, the role of the text, and the impact of the West. **ART HIS OTH AAL**

HARC 0204 Approaches to Islamic Art (CW) (Spring)
A survey of major expressions of Islamic art from the inception of Islam to the present, from all parts of the Islamic world. This is not a traditional survey; rather, it focuses on key monuments and important examples of portable and decorative arts: mosques, tombs, palaces, manuscript illumination, calligraphy, metalwork, textiles, ceramics, etc. We will consider their meanings and functions in their respective socio-historical contexts, and we will also analyze the impact of patronage and region. We will try to understand what general principles unify the richness and diversity of Islamic art: what is Islamic about Islamic art? Finally, we will address the issue of contemporary Islamic art. (no prerequisites). **ART OTH AAL** 2 lect./1 disc. (C. Atherton)

HARC 0205 Painting and Sculpture of Nineteenth-Century Europe (Spring)
During the nineteenth century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider nineteenth-century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate 2 lect. **ART HIS EUR** (J.Hunisak)

HARC/CHNS 0206 Chinese Painting: Tradition & Innovation (Spring)
See listing in Chinese Department for description. **ART OTH AAL** (J. Berninghausen)

HARC/AMCV 0207 American Painting: 1750-1900 (Not offered 2003-04)
See listing in Program in American Civilization for description. **ART HIS USA NOR**

HARC/WAGS 0209 Women in the Visual Arts (Not offered 2003-04)
This course explores both the history of women working in the visual arts and the historical representation of women in painting and sculpture. We will consider issues such as women's education, artistic training, and social issues which have either constrained or promoted women interested in producing art. While the course will include examples from the Medieval period through the present, an emphasis will be placed on women artists of the twentieth century. **ART HIS CMP**

HARC 0211 American Design (Not offered 2003-04)
A historical survey of architecture and related design (especially furniture) in the United States from its

colonization through the mid-twentieth century as a manifestation of colonial inheritances, foreign fashions, national outlooks, changing technologies, social and economic patterns, and native materials. **ART HIS USA NOR**

HARC 0212 Baroque and Rococo Art of Europe (Spring)
This course is a survey of the arts produced in Europe between 1600 and the French Revolution for the papal, monarchical, and imperial courts in Rome, London, Paris, Madrid, Stockholm, Dresden, Vienna, and St. Petersburg, as well as for more republican or oligarchical regimes in Venice and the Low Countries. During this period, many aesthetic concepts and trends of the Renaissance period arguably reached their apogees, only to be challenged, undermined, and subverted by the new forces of the Enlightenment. 3 hrs. lect. **ART HIS EUR** (J. Hunisak)

HARC 0213 Roman Art and Architecture (Fall)
This course presents a chronological survey of the developments in architecture, sculpture, painting, and the decorative arts of Republican and Imperial Rome, from the eighth century B.C. to the fourth century A.D. Issues discussed include the relation between public and private art, art in the service of social ideology and political propaganda, the impact of breakthroughs in technology and engineering, the artistic exchanges between Greece and Rome, and the interactions between center (Rome) and periphery (the provinces). 2 lect. **ART HIS EUR** (P. Broucke)

HARC 0216 Art of the Middle Ages (Not offered 2003-04)
A period survey of religious and secular art and architecture, 300-1400 C.E. The course will introduce the development of the western medieval tradition from the funerary arts of the catacombs through the engineering feats of the Gothic cathedrals. Each lecture will focus on key monuments for which a variety of art historical approaches will be explored. 2 lect. **ART HIS EUR**

HARC 0218 History of Photography (Fall)
This course will consider the history of photography as a medium from its inception in 1839 to the present. We will focus on technological advances in photography, aesthetic developments, and the evolution of acceptance of photography as an art form. We will examine the use of photography in different genres, such as landscape, portraiture, and documentation. To illustrate our study, we will rely heavily on examples of photographs available in the Middlebury College Museum of Art. 2 hrs. lect./1 hr. disc. **ART USA NOR** (K. Hoving)

HARC 0220 The Art of the City (Not offered 2003-04)
A study of humanity's most complex and critical physical monument, from ancient agoras to edge cities. City form in general (historical and ideal) and great cities, urban environments, and city designers in particular will be surveyed from antiquity to the present in an investigation of changing purposes, elements, and organization. **ART HIS**

HARC 0221 Greek Art and Archaeology (Not offered 2003-04)
This course explores the artistic expression in architecture, urbanism, sculpture, and painting in the ancient Greek world (Greece, Sicily, southern Italy, and western Turkey). The chronological range spans from the late Neolithic period and the Aegean Bronze Age (with its Cycladic, Minoan, and Mycenaean civilizations) to the formative archaic period, the classical moment during the age of Perikles, and the cosmopolitan Hellenistic age, ending with the advent of Imperial Rome in 31 BC. Special emphasis will be placed on how Greek art production related to developments in politics, history, literature, and science. 2 hrs. lect. **ART HIS EUR**

HARC 0223 The Classical Tradition in Architecture: A History (Spring)
From the Late Bronze Age to the postmodern present, this course traces the development of the classical formal language in western architecture. With elements, orders, and canons developed by the Greeks, the classical tradition first flourished as an "international style" under the Romans. After a setback during the Middle Ages, the classical tradition reemerges with vigor during the Renaissance, displays great flexibility during the Baroque, and reconnects with antiquity during the Neoclassical period. Attention is given to the relationship between architectural styles and archaeological discoveries and to the assimilation of developments in building technology. 2 lect. **ART HIS EUR** (P. Broucke)

HARC/JAPN 0224 Arts of Japan (Not offered 2003-04)
This course will provide a survey of the varied and rich artistic heritage of Japan from its most ancient manifestations in the Jomon period to the late nineteenth century. We will focus in particular on the development of the pictorial and sculptural traditions, but will also consider the decorative and craft traditions in some detail. Topics to be investigated include: native traditions; the impact of Chinese civilization; the development of Buddhist painting, sculpture and architecture; narrative hand scrolls; the arts of the Zen Buddhism; courtly traditions; woodblock printing; and the influence of the West. **ART HIS OTH AAL**

HARC 0227 Poetry, Piety and Power: Indian Painting 1200-Present (Not offered 2003-04)

This course considers the history, context, style, and significance of a broad spectrum of Indian painting traditions. We will look closely at Jaina and Hindu religious illustrations; the evocative courtly and religious imagery from the Rajput and other regional kingdoms; the extraordinarily refined and naturalistic Mughal imagery; the influence of colonialism; and the development of modern and contemporary works. We will also work closely with a visiting exhibition of two contemporary South Asian women artists at the College Museum, paying special attention to questions of gender, tradition, contemporary artistic expression, craft, and personal, social, and political meaning. 2 lect./1disc. **ART HIS AAL**

HARC 0230 Modern Architecture (Fall)

A survey of the persons, monuments, aesthetic outlooks, and technology that shaped the course of European and American architecture from late eighteenth-century neoclassicism to late twentieth-century post-modernism. We will examine the work of such figures as Jefferson, Ruskin, Richardson, Wright, Mies, Le Corbusier, and Venturi and such genres as domestic design, public buildings, exhibition halls, and skyscrapers as a basis for understanding our historic and contemporary architectural environments. 2 lect. **ART HIS** (G. Andres)

HARC 0235 Why Buildings Stand: A History of Architectural Structure (Fall)

In this course we explore the development of structural form in architecture from the Neolithic to the present. Emphasis is placed on the invention of structural devices (arch, rib vault, dome, truss, space truss, shell, tensile and pneumatic structures) and new building materials (concrete, reinforced concrete, steel). Case studies include the Pyramids, Mycenaean beehive tombs, Greek temples, the Pont du Gard near Nîmes, the Pantheon in Rome, Hagia Sophia in Istanbul, Gothic cathedrals, Renaissance domes, the bridges, greenhouses and railroad architecture of the Industrial Revolution, Gaudí's catenary structures in Barcelona, Frei Otto's tensile constructions, and the development of the skyscraper in America. 2 lect/1 lab **ART HIS EUR** (P. Broucke)

HARC/AMCV 0244 Knickerbocker New York (Fall)

See Program in American Civilization listings for description. **LIT ART USA NOR** (C. Wilson)

HARC/AMCV 0245 American Landscape 1825-1865 (Spring)

See Program in American Civilization listings for description. **ART HIS USA NOR** (C. Wilson)

HARC 0302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth-Century Rome (Not offered 2003-04)

During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a church triumphant. **ART HIS EUR**

HARC 0304 Rembrandt and His World (CW) (Not offered 2003-04)

This course examines the visual arts in Northern Europe of the seventeenth century. Artists to be discussed include Peter Paul Rubens, Rembrandt van Rijn and Jan Vermeer. Themes to be addressed include the relationship of politics, economics, and religion to seventeenth century art, the development of portraiture, landscape painting, and genre painting, the importance of printmaking, and the influence of Italian art in the north. (HARC 0110 or HARC 0111 2 lect. **ART HIS EUR**

HARC 0308 American Art: 1945-1980 (Not offered 2003-04)

An investigation of the leading figures and movements in American modernism. We will consider developments in painting and sculpture from the Armory Show to the present, although special emphasis will be placed on the period between 1945 and 1980. Attention will be given to the theoretical issues that have influenced such directions as abstract expressionism, color field painting, pop art, assemblage, minimal art, photo- and super-realism, conceptual art, and other recent developments. **ART HIS USA NOR**

HARC 0310 On Photography: Aesthetics and Criticism of the Camera (Not offered 2003-04)

This course will examine critical and aesthetic issues pertaining to photography as a contemporary medium. Among the topics to be explored are: photographic "truth," time in photography, the meeting of technology and art, vernacular photography, the ethics of photographic manipulation, gender issues in photography, photography in the age of digital reproduction, photographing the body, photography and memory. We will strive to develop a critical eye, as well as a descriptive and interpretive language for examining the role of photography in our visual culture. **ART PHL** 2 lect.

HARC 0312 Of Gods, Mortals, and Myths: Greek and Roman Painting (Not offered 2003-04)

Treating the Greco-Roman tradition as a continuum, this course presents a survey of the major monuments, artists, and developments in Greek vase painting from the geometric to the Hellenistic periods (black-figure, red-figure, white-ground techniques) and in Roman wall painting from the Republican period to the Late Empire (four Pompeiian styles and Late-Antique painting). Topics to be discussed include the development of pictorial narratives, the impact of technological breakthroughs, the invention of linear and atmospheric perspective, the problem of lost originals, and the relationship between literary and pictorial narration. **ART HIS EUR**

HARC 0319 The American Face: Portraiture and Identity in American Culture (Spring)
Portraits in their many forms have been part of American society since the seventeenth century. Why has the portrait been such a resilient form of expression in American culture? What is the relationship between portraiture and identity? And what role has photography played in the social function of portraiture in American life? This course will explore visual and literary portraits over the past 200 years-from public portraits and memorials to biography, caricature, and photographic snapshots. Students will be asked to create their own personal web page portraits and will conduct research on individual portraits in the Middlebury College Museum of Art permanent collection. 3 hrs lect./disc. **ART** (R. Saunders)

HARC 0320 Hands-on Archaeology: Theory and Practice (Not offered 2003-04)
In this course we will explore the theory and practice of archaeology as a scholarly discipline. About half of our meetings will be devoted to investigating the history and scientific development of archaeology, its methods and theoretical underpinnings, and some of its techniques (surveying, stratigraphic dating), and its role in the fields of art history, classics, and anthropology. The other half will be spent on field trips, museum visits, and field research at a local archaeological site where we will survey, record, and catalog the finds, and measure, draw, interpret, and reconstruct the remains. **ART**

HARC 0325 Special Problems in Art History: (Not offered 2003-04)
ART USA (HARC 0111 or HARC 0202 or HARC 0205 or HARC 0306 or HARC 0308 or HARC 0325) 2 lect.

HARC 0326 Biography of Artists and Art History (Fall)
Giorgio Vasari presented the history of art as "lives of the artists" in his publications of 1550 and 1564, but in modern times the use of biographical evidence has often been regarded with suspicion by art historians. In this course we will examine the lives of three Italian artists who lived during the sixteenth and seventeenth centuries: Michelangelo Buonarroti (1475-1564), Benvenuto Cellini (1500-71), and Michelangelo Merisi, known as Caravaggio (1571-1610), all of whom were homosexual or bisexual. The central question will be the usefulness of biographical data as a tool for interpreting their art. **ART HIS** 2 lect. (J. Hunisak)

HARC 0330 Intermediate Architectural Design (Fall)
This studio course emphasizes the thought and method of architectural design. Members of this studio will be involved in developing their insights towards cultural value systems and their expression in the environments they create. Participants work primarily in the studio space and rely heavily on individual instruction and group review of their work. The course provides a foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. An introduction to computer aided drawing is integrated into this course. (HARC 0130) 6 hrs. lect. **ART** (P. Croft)

HARC/FMMC 0340 Film and Modernism (Not offered 2003-04)
See Department of Theatre, Dance, and Film/Video listings for description. (HARC 0202 or TH 0130 or TH 0231 or by waiver) **ART**

HARC 0401 Constructing a Myth: Art and Life in Renaissance Venice (Fall)
Venetian Renaissance art evolved in a different manner and at a strikingly different pace than the art produced in central Italy. In this seminar, we will investigate the forces which shaped this evolution, while examining the extent to which art served as a tool for perpetuating the "myth of Venice." A complex amalgam of political, commercial, military, religious, and social concerns, this "myth" ensured the city's uniqueness, as well as her success. Beginning with Gentile and Giovanni Bellini, and reaching an apex in the work of Titian and Giorgione, Venetian artisits gave visual voice to this distinct and fleeting moment in the city's history. 3 hrs. sem. (One of the following: HARC 0111, HARC 0201, HARC 0210) (K. Smith-Abbott)

HARC 0403 Seminar in Modern Architecture: Architecture after the Masters (Not offered 2003-04)
An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies, and Le Corbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration (HARC 0220 or HARC 0230) 3 hrs. sem. **ART HIS**

HARC/AMCV 0408 American Art in Context: The Art and Life of Winslow Homer (CW) (Spring)
See Program in American Civilization listings for description. **ART HIS USA NOR** (C. Wilson)

HARC 0409 Art Museums: Theory and Practice (Not offered 2003-04)
American museums are more complex places than simple collections of objects on display. This course provides an intensive introduction to that world. Participants are made aware of the history of the art museum and its role in American life. The overall orientation of the course is with practical problems and the diverse nature of museum issues. Topics include: politics and censorship, patronage, collections, ethics, conservation, connoisseurship, installation design, and the art market. Students work on the development of an exhibit for the Museum. The course will have a seminar format with an emphasis on discussion, research papers, and field trips.

HARC 0410 Architecture Without Architects - Topics in Vernacular Architecture (Not offered 2003-04)
In this course we will study the principles of vernacular architecture by examining the influences of climate, available technology and social structure on the character of built form. We will analyze examples of indigenous buildings from varying geographic contexts and compare them from the perspective of their success as architectural solutions. Rather than using a historical approach, we will investigate the applicability of "primitive" design solutions to contemporary design problems. This course is recommended for those with interests in design, renewable resources, anthropology and environmentally responsive building solutions. 3 hrs. sem. **ART**

HARC 0510 Advanced Studies in History of Art (Fall, Winter, Spring)
Supervised independent work in art history. *(Approval Required)* (staff)

HARC 0530 Independent Architectural Design (Fall, Spring)
Supervised independent work in architectural analysis and design. (*Approval Required*) (staff)

HARC 0700 Methods and Theories in the History of Art (Fall)
This seminar is designed for art history majors and required of them. We will endeavor to reach a critical understanding of the range of methodologies employed in art historical research and writing, thereby preparing students to undertake their senior thesis work. 3 hrs. sem. (K. Hoving)

HARC 0710, HARC 0711 Senior Thesis in History of Art (Winter, Spring)
Two terms, the first supervised, the second conducted independently with an adviser of research, plus organization and writing of a thesis. Winter term study culminates in a five-day field trip to New York (or another center for art and architecture). Midway through the spring semester, there will be a public symposium at which all students enrolled in HARC 0711 present their work in progress and the state of their research. Winter term - 8 hours; spring is by appt. (winter: K. Hoving; spring: staff)

HARC 0730 Methods and Theories in Architectural Design (Winter)
This seminar is designed for senior pre-architecture majors and is required of them in preparation for senior architectural design. The course is devoted to methodologies and the development of tools for architectural analysis, the research for, and generation of, a detailed program for architectural design projects (in written and graphic formats), and culminates in a five-day field trip to New York (or another center for art and architecture). (HARC 0130 and HARC 0330, or an approved substitute course in studio design for the latter). 8 hrs. sem., analysis and concept design (staff)

HARC 0731 Senior Architectural Design (Spring)
This studio course is devoted to developing an individual project in architectural design. Working with visiting design critics and intense peer review in the studio, the course culminates in a public presentation of the project and a portfolio consisting of written and graphic formats describing all aspects of the completed design. 3 hrs. lect. (HARC 0730) (P. Croft)

GUIDELINES FOR INDEPENDENT WORK IN THE HISTORY OF ART AND ARCHITECTURE AND ADMINISTRATION OF PERMISSIONS

Guidelines for Independent Work in the History of Art and Architecture and Administration of Permissions

1. Independent projects in history of art emphasis can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an HARC 0510 project in preparation for senior work.
2. For HARC 0510 or HARC 0530 projects, students must find an adviser/sponsor and submit a written proposal for consideration and approval by the entire faculty of history of art and architecture.

For proposals in the history of art emphasis, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work that will result. For proposals in pre-architecture emphasis, students must indicate previous experience in architectural history and design, a specific well-developed proposal for the project they wish to undertake, and the format(s) (written, graphic, presentation in public) in which they propose to present it.

3. Before registering for HARC 0711 all students must consult with their advisers; together they will establish the thesis topic and its parameters. No change of advisers, topics, or projects will be allowed subsequently without formal approval of a student's adviser(s) and the department chair. A thesis in the history of art can only be done in an area in which a student has already taken course work at the college level.

INDEPENDENT SCHOLAR PROGRAM

The Independent Scholar Program is designed to meet the needs of outstanding students who have clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program. In order to qualify to be an Independent Scholar, students normally must demonstrate a high level of scholarship.

The INDE 0800 is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible INDE 0800 projects at the time that they submit their proposals. Students are able, however, to change the topic of their INDE 0800 project in order to respond to new interests and information acquired during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. The choice of thesis project is flexible. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: In order to be considered for honors, independent scholars normally must meet two criteria: a minimum average of B+ in courses taken towards the major and a minimum grade of B+ on the senior work component. The director of undergraduate records oversees the first requirement and will inform the adviser of the student's eligibility. The senior work component must be evaluated by a committee of three faculty members (one of whom, at the adviser's request, may be a faculty member on the Independent Scholar Committee). Minimum thesis grades for each level of honors are B+ (Honors), A- (High Honors), and A (Highest Honors), but the determination of the appropriate level will be made by the committee.

INTERNATIONAL AFFAIRS AT MIDDLEBURY COLLEGE

Students who want to take advantage of Middlebury's strengths in the international arena can choose to pursue a major in international politics and economics or in international studies. The two have much in common: they share many of the same faculty, receive support for cocurricular activities from the same sources, and share many of the same goals. Both require, although to differing degrees, interdisciplinary learning, study abroad, language study, senior work, a regional focus, disciplinary depth, and exposure to trans-regional and/or global phenomena, concepts, and theories. There is, however, a difference in emphasis: international studies majors spend a proportionately greater effort on gaining an understanding of a particular culture, while international politics and economics majors place more stress on the theoretical and thematic study of global affairs. Students with focused disciplinary preferences may also choose to combine a major in a discipline with foreign language study and study abroad.

For students with an interest in international issues, Middlebury's Rohatyn Center for International Affairs (RCFIA) is an important resource. It supports the College's goal of becoming an institution known preeminently for teaching global understanding that radiates from a core linguistic and cultural competency. The RCFIA serves as an internationally oriented resource center for students, faculty, alumni, and others in the Middlebury community. Additional information is available at http://www.middlebury.edu/~rcfia

INTERNATIONAL POLITICS AND ECONOMICS MAJOR

Additional information is available at www.middlebury.edu/~ipe/

The international politics and economics (IPEC) major combines the disciplines of economics and political science to examine international issues in both their global and cultural context. IPEC majors must complete a 12-course curriculum in economics and political science (six courses within each discipline), study a foreign language, and study abroad.

Requirements

(1) Courses in Political Science: PSCI 0103 (or PSCI 0230 or PSCI 0324), PSCI 0201 (or PSCI 0311), PSCI 0304, two electives in comparative politics or international relations, at least one of which should concern the region of interest, and a PSCI senior seminar in comparative politics or international relations. PSCI 0304 must be taken at Middlebury College.

(2) Courses in Economics: ECON 0150, ECON 0155, two of ECON 0210, ECON 0250, or ECON 0255 plus ECON 0340, and an approved ECON senior seminar with an international orientation.

(3) Senior seminar on international political economy: At least one of the two required senior seminars must be concerned with "international political economy" and chosen from a list identified by the ECON and PSCI departments. In 2003-2004 that list includes: ECON 0428, ECON 0431, ECON 0445, ECON 0475, PSCI 0404, PSCI 0412, PSCI 0415, and PSCI 0454.

(4) Language Study: Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad.

(5) Term or Year Abroad: Under normal circumstances, this will be completed at one of the Middlebury Schools Abroad or in the approved Chinese or Japanese programs or in an approved program in Latin America.

Honors. In addition to their 12 required courses, students can choose to write a senior thesis. The determination of honors, high honors, and highest honors is based on (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in Middlebury College courses. Honors candidates must have an IPEC course average of 3.3 and a thesis grade of B+ to achieve honors; an IPEC course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and an IPEC course average of at least 3.7 and a thesis grade of A to attain highest honors.

At a minimum, majors should complete PSCI 0103 (or PSCI 0230 or PSCI 0324), PSCI 0201 (or PSCI 0311), ECON 0150, and ECON 0155 before going abroad for a semester. Students who will be abroad for a full year should complete two additional ECON courses (chosen from among ECON 0210, ECON 0250, ECON 0255, or ECON 0340) and PSCI 0304 before leaving Middlebury.

INTERNATIONAL POLITICS AND ECONOMICS COURSES

IPEC 0500 International Politics and Economics Advanced Project

IPEC 0700 International Politics and Economics Senior Thesis

INTERNATIONAL STUDIES MAJOR

The faculty for the international studies (INTL) major is drawn from the following departments and programs: Chinese, classics, economics, environmental studies, Film and Media Culture, French, geography, German, history, history of art and architecture, Italian, Japanese, philosophy, political science, religion, Russian, sociology/anthropology, and Spanish. *Director:* Jeffrey Cason (political science); *Program directors:* East Asian studies: Don Wyatt (history); European studies: Erik Bleich (political science); Latin American studies: Jeffrey Cason (political science); Russian and East European studies: David Macey (history). The most up-to-date and complete information on the international studies major is available at www.middlebury.edu/~is/.

Mission: The international studies major provides a carefully constructed blend of language, regional, disciplinary, and global courses that, together with study abroad, seeks to impart to students a deep understanding of a specific geographic region, as well as its place within an interdisciplinary and transnational context.

In pursuit of this mission, the major is designed to ensure that all IS majors graduate with (1) advanced competency in a language taught at Middlebury, sufficient to read scholarly materials and engage in complex interaction with native-speaking professionals in their field of concentration; (2) broad exposure to the historical and cultural heritage of their region of focus; (3) solid grounding in one or more of the liberal arts disciplines other than language; and (4) some understanding of the transnational and global context that affects all regions.

In the aggregate, international education in a liberal arts context should encourage students to transcend the confines of their own backgrounds and upbringing, apprehend the world through others' eyes, and in the process achieve a deeper understanding of themselves and their place within their own cultures. These transformations are prerequisites for living and working effectively in an increasingly interdependent world.

Courses and Requirements

All students who major in international studies share elements at the beginning and the end of their college careers, with a core course and a senior program. Students also have a wide variety of choices within the international studies curriculum. They must specialize in one of the four programs that make up the major: East Asian studies, European studies, Latin American studies, and Russian and East European studies. Students may also propose a program in African studies. In addition, students must specialize in one of the traditional liberal arts disciplines, achieve proficiency in one of the languages Middlebury teaches, and study abroad, preferably for a year but at least for one semester. Because of the complex and interdisciplinary nature of the international studies major, students pursuing it are strongly advised not to have an additional major. INTL majors may not count any course they count for their IS major toward completing the requirements of any other major. In addition, INTL majors may not minor in their disciplinary specialization or their primary language of focus. The minimum requirements for the major in international studies are as follows:

The International Studies Core: Students in the class of 2006 and later are required to take INTL 0101 as their sole core course requirement. Students in the class of 2005 and earlier must take ***either*** INTL 0101 ***or*** two introductory core courses, in two different categories and in two different departments:

Category 1 (comparative): Political Science 0103; History 0101, 0102, 0105; Film and Media Culture 0244; Literature 0101; and Sociology/Anthropology 0103.

Category 2 (transnational): Political Science 0201; Economics 0140; Geography 0100, 0110; and History 0133.

Language Study: Students must become proficient in one of the languages that Middlebury teaches. Individual language departments determine what level of study constitutes proficiency, and students are expected to do advanced work in the language that they study. All majors must take at least one advanced course in the language of study upon returning from abroad and are encouraged to take more than one advanced course.

Regional Specialization: Students must fulfill their program's regional course requirement, listed below. This requirement consists of three or four courses in at least three different departments that focus on the student's region.

Disciplinary Specialization: Students must take at least five courses within a single discipline; see "Disciplinary Specializations by Department" below. Within a student's disciplinary specialization, at least one of the courses must be an upper-level course, and at least two of the courses should have substantial content on the geographical area of specialization. Where possible, such regional courses should be taken on the Middlebury campus, and IS majors should take at least two of their disciplinary courses before going abroad.

Study Abroad: Students must study abroad for at least one semester (and preferably for a year) on a Middlebury-approved study abroad program in their region of focus. Students must receive the approval of the relevant departments and/or, as appropriate, the program director to receive major credit for courses taken abroad.

Senior Program: The IS senior program consists of (1) A senior international studies seminar that is thematic, interdisciplinary, cross-regional, and team-taught, and (2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. Students may also elect to write an honors thesis during their senior year. Students writing a two-semester thesis may choose to waive the IS seminar requirement.

Honors: Honors will be awarded to students with at least a 3.3 average in all courses that count toward the major* and a grade of B+ or better on the thesis. High honors will be awarded to students with at least a 3.5 average in all courses that count toward the major and a grade of A- or better on the thesis. Highest honors will be awarded to students with an average of 3.7 or better in all courses that count toward the major and a grade of A on the thesis.

* "All courses that count toward the major" means:

1. INTL core courses and INTL seminars

2. The disciplinary courses required for the major

3. The regional specialization courses required for the major, including one-term independent projects

4. The language courses required for the major

5. Thesis grades do not count in the calculation of the GPA for honors

AREA SPECIALIZATIONS

African Studies:

There is no major track in African studies, but the International Studies Steering Committee is willing to consider petitions from individual students who have concrete plans to complete all the requirements for the international studies major, incorporating courses on Africa as their area of focus. Students should not consider this alternative unless they commit themselves to study a language offered at Middlebury to an advanced level, and to study the appropriate indigenous African language to a level of reasonable competence. Petitions will be considered by the International Studies Steering Committee, and students whose petitions are accepted will be monitored by Middlebury faculty associated with African studies, in consultation with the director of the international studies major.

East Asian Studies:

Language/Culture: Satisfactory completion of advanced work in either Chinese or Japanese. The Chinese and Japanese departments will specify which courses fulfill this requirement.

Regional Specialization: For students who elect to learn the Japanese language, four non-language courses (three of which must focus predominantly on Japan); one of which must be a 0200-level course in Japanese history with HIST 0235 strongly recommended; two of which must be courses in two different departments in art history, literature, philosophy, religion or a social science; and one of which must focus on China or East Asia.

For those students who elect to learn the Chinese language, four non-language courses (three of which must focus predominantly on China); one of which must be a 0200-level course in Chinese history with HIST 0231 strongly recommended; two of which must be courses in two different departments in art history, literature, philosophy, religion or a social science; and one of which must focus on Japan or East Asia.

Among the courses that can fulfill this requirement are: Chinese 0130, 0216, 0220, 0225, 0250, 0340; Economics 0425, 0426; History of Art and Architecture 0103, 0217, 0222, 0224, 0232; History 0231, 0232, 0233, 0235, 0236, 0237; Japanese 0216, 0220, 0237, 0320, 0325, 0350, 0360; Political Science 0210, 0218, 0220, 0419; Religion 0221, 0226, 0312, 0320,0325, 0326, 0327; Sociology/Anthropology 0335.

Disciplinary Specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least one of these courses must be a methods course, a theory course, or a 0400-level seminar. At least two courses must be on East Asia.

Study Abroad: Study abroad in China or Japan, preferably for a year but at least for one semester. Students must receive the approval of relevant departments and/or, as appropriate, the director of East Asian studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar; see seminar course descriptions below.

2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. The language departments will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

3) Either an ISEA 0704 thesis project or an ISEA 0500 project. Students are eligible to write a senior honors thesis (ISEA 0704) if they have a 3.3 GPA or better in all courses that count for the major. The writing of a two-semester (fall/winter) thesis is required to graduate with honors. Thesis guidelines and procedures are sent to seniors in the fall of their senior year and are available from the director of East Asian Studies.

If students do not write a thesis, they must do a senior independent research project (ISEA 0500) of approximately 30 to 50 pages. Students who choose this option should register for one upper-level EAS course for the fall semester and ISEA 0500 for the winter term of the senior year. Use of the spring semester to write a project is not permitted.

European Studies:

Language/Culture: Language competency; satisfactory completion of at least one advanced course taught in the language of emphasis (French, German, Italian, or Spanish). Individual language departments will specify which courses fulfill this requirement.

Regional Specialization: Four courses with exclusive or primarily European content, in three different departments. To fulfill this requirement, one course must be taken in history, and one course must be taken in the social sciences division. Among the Middlebury College courses that can fulfill the regional requirements are: Classics 0121, 0140, 0141, 0150, 0151, 0152, 0160, 0175, Classics/History 0131, 0132, 0331, 0332, 0350, Economics 0335, 0431, Film and Media Culture 0241, 0314, 0345, French 0210, 0221, 0230,0241, 0341, 0345, 0347, 0348, 0360, 0361, 0365, 0376, 0377, 0379, 0380, 0385, 0387, Geography 0233, German 0308, 0310, 0311, 0312, 0313, 0314, 0318, 0321, 0330, 0333, 0335, 0417, 0432, History of Art and Architecture 0200, 0201, 0202, 0205, 0210, 0212, 0213, 0216, 0221, 0223, 0250, 0253, 0254, 0302, 0303, 0304, 0312, History 0103, 0104, 0241, 0242, 0243, 0244, 0245, 0246, 0253, 0254, 0255, 0341, 0349, 0350, 0401, 0403, 0403, 0412, 0413, History/Music 0256, Italian 0251, 0252, 0291, 0292, 0294, 0296, 0298, 0299, 0353, 0354, 0355, Music 0220, 0221, Philosophy 0201, 0205, 0225, Political Science 0225, 0226, 0228, 0317, 0318, 0324, 0333, 0440, Religion 0110, 0130, 0160, 0233, 0235, Sociology/Anthropology 0105, 0337, 0353, 0420, Spanish 0304, 0306, 0371, 0374, Women's and Gender Studies 0255.

Disciplinary specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least one of these five courses must be an upper-level seminar. At least two of the courses must focus on Europe or individual countries in Europe.

Study abroad: Study abroad in Europe, preferably for a year but at least for one semester. Students must receive the approval of relevant departments and/or, as appropriate, the director of European studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar; see seminar course descriptions below.

2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. The language departments will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

Students may also propose to write an honors thesis (ISEU 0702) in their senior year. A thesis is required for honors. Students must have a 3.3 average or better in all courses that count for the major to apply to write an honors thesis. No exceptions will be made to these requirements.

Latin American Studies:

Language/Culture: Language competency: satisfactory completion of advanced work in Spanish as determined by the Spanish department.

Regional Specialization: Four regional courses, including either HIST 0285 or HIST 0286 (or their equivalents), one course in a social science department, and one course in the Spanish department. Among the courses that can fulfill this requirement are: Economics 0225, History 0285, 0286, 0410, 0455; Political Science 0230, 0260, 0303, 0335, 0415, 0416; Sociology/Anthropology 0321, 0326; Spanish 0305, 0307, 0313, 0315, 0375, 0375, 0377, 0378, 0382, 0437, 0476, 0489.

Disciplinary Specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least two of the courses must have substantial Latin American-related content. If such Latin American content courses cannot be taken at Middlebury, students may take these courses while abroad.

Study Abroad: Students are required to study abroad in Latin America on an approved program for at least one semester and preferably for a year. Students must receive the approval of relevant departments and/or, as appropriate, the director of Latin American studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar; see seminar course descriptions below.

2) An upper-level course, preferably two, in Spanish that will be taken after returning from abroad. The Spanish department will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

Students may also propose to write an honors thesis (ISLA 0703) in their senior year. A thesis is required for honors. Students must have a 3.3 average or better in all courses that count for the major to apply to write an honors thesis. No exceptions will be made to these requirements.

Russian and East European Studies:

Language/Culture: Language competency: satisfactory completion of at least second- and preferably third-level Russian or the Russian School equivalent.

Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: Economics 0230, 0330; History 0233, 0247, 0248; International Studies/Environmental Studies 0249; Political Science 0227, 0228; Russian 0122, 0151, 0152, 0231, 0234, 0251, 0351, 0352, 0354; Sociology/Anthropology 0338; Russian/Women's and Gender Studies 0255.

Disciplinary specialization: Five courses or more in a single department; see "Disciplinary Specializations by Department" below. At least two of the courses must have substantial Russian/East European-related content. If such Russian/East European content courses cannot be taken at Middlebury, students may take these courses while abroad.

Study Abroad: Preferably for a year, but at least for one semester, at one of the sites of the C.V. Starr Middlebury Schools in Russia in Irkutsk, Moscow, [Voronezh, not offered in 2003-04], or Yaroslavl. Students must receive approval from the relevant departments and/or, as appropriate, the director of Russian and East European studies to receive major credit for courses taken abroad.

Senior Program:

1) A senior international studies seminar; see seminar course descriptions below.

2) An upper-level course, preferably two, in Russian that will be taken after returning from abroad. The Russian department will determine which courses can be taken to fulfill this requirement, in consultation with the program director.

Students may also propose to write a thesis (ISRU 0701) during their senior year. A thesis is required for honors.

DISCIPLINARY SPECIALIZATIONS BY DEPARTMENT

Disciplinary requirements are listed below. Students are required to take two courses within their disciplinary specialization that have substantial content in their region of focus. If these regional courses cannot be taken at Middlebury, students may take them while abroad. Area program directors will determine which courses fulfill this regional requirement in consultation with individual departments.

Economics: ECON 0150, ECON 0155, ECON 0250, ECON 0255, one 0200- or 0300-level elective, and one senior seminar in international or developmental economics.

Film and Media Culture: FMMC 0131, FMMS 0231; FMMC 0232 or FMMC 0339 or FMMC 0340; FMMC 0244 or one course offered on a foreign language cinema as available; FMMC 0431; and one elective in Film/Media taught during the regular fall or spring terms.

Geography: GEOG 0100, GEOG 0206 or GEOG 0210 or GEOG 0211, GEOG 0214 or GEOG 0215, GEOG 0220 or GEOG 0223; GEOG 0310 or GEOG 0320, one seminar at the 0400 level. Students wishing to write an honors thesis are required to take an additional technique course and GEOG 0340.

History: A 0100-level course taken at Middlebury; four other lecture or readings courses, including at least two regional courses above the 0100-level and at least one course outside the regional focus (these courses should be taken at Middlebury, but with the permission of the history advisor, they can be taken abroad); and a 0400-level research seminar, normally taken in the senior year. This seminar, which will normally be in one of the regions covered in the IS major, must be taken at Middlebury. Students who are writing a 2-term senior thesis may substitute a reading seminar for the research seminar requirement.

History of Art and Architecture: Two of the following: HARC 0101, HARC 0103, HARC 0110, and HARC 0111; 4 additional courses at the 0200 level or higher, including 1 course outside the region of specialization. In addition, students who elect to write an honors thesis must write the thesis under the auspices of history of art and architecture, which will include HARC 0700, HARC 0710, and ISRU 0701, ISEU 0702, ISLA 0703 or ISEA 0704.

Literature and Culture:

Chinese: Six courses, including either CHNS 0130 or CHNS 0216; CHNS 0220; two additional literature courses from among CHNS 0130, CHNS 0216, CHNS 0325, CHNS 0330, CHNS 0360, or one of these and either CHNS/HARC 0206 or CHNS/FMMC 0250; either CHNS 0411 or CHNS 0425; CHNS 0475.

French: Two courses from FREN 0210, FREN 0221, and FREN 0230; three at the 0300 level (taken at Middlebury or in Paris); plus one or more courses at the 0300 or 0700 level, or senior independent work, upon return from Paris.

German: Any five courses at the 0300 level, up to four of which may be taken at Mainz, plus GRMN 0700 or a course at the 0400 level.

Italian: In addition to language proficiency, four 0300-level courses, including ITAL 0355 or its equivalent in Florence or Ferrara, plus one 0400-level seminar.

Japanese: In addition to language courses, five courses on literature, film, or culture offered by the Department of Japanese Studies.

Russian: RUSS 0151, RUSS 0152, three others (taken either at Middlebury or in Russia), and RUSS 0704.

Spanish: Five courses at the 0300 level or above, including SPAN 0300, at least one literature course in the area of interest beyond the 0300 level, at least one culture course in the area of interest, and one 0400-level seminar during the senior year.

Philosophy: PHIL 0150; PHIL 0180; and one course from each of the following areas: (1) ethics or social and political philosophy; (2) epistemology, language, metaphysics, and science; (3) history of philosophy; plus a seminar (to be taken spring of junior year or fall of senior year).

Political Science: PSCI 0103 and PSCI 0201; one course from PSCI 0101, PSCI 0102, PSCI 0104, PSCI 0107; two other courses at the 0200 or 0300 level from either comparative politics or international relations and foreign policy categories, plus one 0400-level seminar in one of these categories at Middlebury in junior or senior year. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars, but will count towards the six required courses in political science. In addition, it is highly recommended that IS thesis candidates enroll in PSCI 0501 (Fall).

Religion: At least two courses on religious traditions in the region of specialization (may be taken in programs abroad); RELI 0400; and Senior Project in Religion focusing on the region of specialization.

Sociology/Anthropology: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, plus two other Sociology/Anthropology electives, including a SOAN seminar.

INTERNATIONAL STUDIES COURSES

INTL 0101 Introduction to International Studies (Spring)

This course introduces students to the range of approaches to international studies and is a required core course for all international studies majors. Through guest lectures and lectures by the instructors, the course will survey different disciplinary perspectives on international studies, including anthropology, cultural studies, economics, film, geography, history, literature, political science, religion, and sociology. It will also cover transnational forces such as international economic forces and international relations and different regional perspectives in international studies, and will include discussion of Africa, East Asia, Europe, Latin America, the Middle East, Russia, and South Asia. **CMP** (J. Cason, N. Waters)

INTL 0432 Film and Anthropological Representation (Not offered 2003-04)

Ethnographic film crosses the boundaries between academic anthropology, art history, and popular media. This course will address the construction of meaning in ethnographic films in relation to the parallel concerns of anthropology. We will focus on individual films, examining their meanings from the perspectives of filmmakers and viewers. We will consider various approaches to film art, the relation of other visual media to ethnographic representation, and the challenges these pose to traditional texts. The class will appeal to students of anthropology and film as well as others interested in international studies and the politics of cross-cultural representation. This course is equivalent to SOAN 0432 and THEA 0432.

INTL 0435 Religion and Conflict (Not offered 2003-04)

This course will be devoted to the examination of the relationship between religion and conflict, with readings and insights from religion, philosophy, history, and political science. Two questions would be central to our discussion: (1) Do religious differences, or other factors, provide the most potent explanations for the outbreak of these conflicts? (2) Why are religious differences so difficult to resolve? The answer to the first question requires a fuller understanding of the political, social, historical, and ideational forces associated with each of the conflicts. An answer to the second question requires a fuller understanding of each of the contending faiths and their relationships to each other. This course is equivalent to PSCI 0336.

INTL 0436 Terrorism (Not offered in 2003-04)

Terrorism, the act of violent resistance against real or perceived oppression, has taken on new dimensions in an age dominated by mass media and technology. Can we make reliable distinctions between terrorism, anarchism, guerrilla warfare and random mass murder? What are the political, social, and cultural conditions that favor terrorism? What makes an individual a terrorist? How have governments coped with terrorist movements? What is "state terrorism"? Looking at terrorist movements across the globe, as well as the historical evolution of terrorism, this course will examine explanations for this disintegrative phenomenon given by social scientists, historians, writers, and filmmakers. This course is equivalent to GRMN 0436 and GEOG 0436.

INTL 0437 Internationalizing Culture: Beyond the Borders in Modern Art and Film (Spring)
This course will examine how the visual language of international modernism coexists or conflicts with national identity in modern art and film. We will examine the tensions between nationalism and "internationalism" in twentieth-century visual culture by examining selected artists, and movements, against the backdrop of politics, economics, and individual expression. Artists and filmmakers to be discussed include: Duchamp, Vertov, Eisenstein, Dali, Buñuel, Man Ray, Picasso, Pollock, Brakhage, Warhol, and Judd. We will compare the aggressive internationalism of modernist artists and filmmakers, who posit abstraction as a universal system of communication, to the insistent lure of national identity. This course is equivalent to FMMC 0437 and SPAN 0437. (V. Ferdinán, T. Perry)

INTL 0438 Struggles of the Sacred and Profane (Not offered 2003-04)
This course will study and compare various types of civil, religious, and nationalist movements in the late nineteenth and twentieth centuries. In comparing the various movements cross-culturally, we will attempt to create a paradigm for analysis that will help us to understand the role of religious and civil discourse in grass roots and national movements in a number of countries around the world, although special emphasis will be given to Latin America and the Islamic world. We will examine the similarities and differences among the discourses that various movements employ to empower themselves and forge "community," the relationship that they have to the state, and the relationship of these movements to the discourse on modernization. This course is equivalent to HIST 0438.

INTL 0442 Jihad vs. McWorld (Not offered 2003-04)
In the new millennium, we may all be part of a global market economy, but can we live in a global market society? This seminar examines two major forces shaping the world today. One is "McWorld," a homogenizing global trend resulting from modern technology, communications, and an increasingly interdependent capitalist world economy. The other is "Jihad," a resurgence of ethnic politics, fundamentalist religious movements, and the "politics of identity." We will analyze the origins, development, and interaction of these two seemingly contradictory trends through case studies from a variety of disciplinary perspectives. This course is equivalent to PSCI 0342 and SOAN 0442.

INTL/WAGS 0444 Gender, Performance, and Modernity in the Postcolonial World (Not offered 2003-04)
Cultural performance has historically been at the center of gendered struggles over the meaning of tradition, identity, and modernity in the postcolonial world. As men and women have negotiated the transformations of colonial and postcolonial life in different societies, they have created and recreated modes of expression-music, dance, theater, and oral performance-to communicate their changing positions in their communities. We will look first at theoretical writings on the intersection of gender, performance, and power relations in the modern world. We will then draw upon case studies from South Asia and Africa to examine how gender relations in both rural and urban spheres have been performed in new and inherited genres over the past century. This course is equivalent to HIST 0444, WAGS 0444, and MUSC 0444.

INTL 0445 Ethnicity, Nationalism, and the State: Voices and Responses (Not offered 2003-04)
This seminar will explore the nexus between ethnicity and politics from multiple disciplinary perspectives, focusing on the often overlooked differences between nationalism (allegiance to one's "nation" or cultural group) and patriotism (allegiance to one's state or political entity), and the conflicts these differences can create in multi-national states. Special attention will be paid to the origins of ethnic challenges to existing state structures, as well as to subsequent state efforts to contain ethnic strife. We will also explore the myths and realities of group identification and solidarity, and how tensions between the multiple loyalties required in the modern state system have exacerbated ethnic tension in some states and ameliorated it in others. Examples will be drawn from both the industrialized and developing worlds. (PSCI 0103 or PSCI 0230 or PSCI 0324 or GEOG 0100 or GEOG 0110 or GEOG 0120). This course is equivalent to GEOG 0445 and PSCI 0345.

INTL 0446 New Social Movements (Spring)
This course explores the geopolitical and cultural underpinnings of the new social movements that have emerged in the last four decades in response to changing configurations of power at local, national, and global levels. New social movements answer to the rallying cry of environmentalists, migrant workers, critics of the WTO and GATT, activists for gay and lesbian rights, women, indigenous peoples, and racial, religious and ethnic minorities, among others.

Broadly speaking, the course will focus on movements that work for social, economic, and environmental justice. Our aim is to understand the novel ways in which people and institutions conceive of themselves and their actions in relation to the new social movements; the economic, political, social, and geographic contexts within which these movements operate; and the innovative strategies that they employ. We will take an interdisciplinary approach, studying theory, films, novels, and scholarship in the social sciences on new social movements in South Asia, Europe, Africa, and the Caribbean. **AAL SOC CMP** (Y. Siddiqi, G. Herb)

INTL 0449 Imperialism and Culture (Spring)
This course examines both the culture of imperialism and countercultures under colonial and postcolonial rule. Using literature, film, essays and history, we will explore the ways in which British rule in Africa and South Asia prompted political and cultural responses that eventually resulted in independence. This course is equivalent to HIST 0449 and FREN 0449. (I. Barrow, E. Knox)

INTL 0451 Development and Democracy (Not offered 2003-04)
The course will start with a simple pair of questions: Is liberal democracy a prerequisite for economic development? Or is economic development a prerequisite for liberal democracy? Political scientists and economists have offered a variety of answers to these questions, emphasizing such issues as institutionalization, government policy, political parties, and economic development strategies. This course will consider theoretical models from these disciplines and cases studies drawn from different parts of the world to investigate the relationships between politics, economics, and culture in the developing world. (PSCI 103 or PSCI 0230 or PSCI 0324 and ECON 0150). This course is equivalent to ECON 0451 and PSCI 0351.

INTL 0452 Politics and the Novel (Fall)
This course will explore the relationship between politics and literature, asking two fundamental questions: First, how do writers conceptualize and describe politics in their art? Second, how do political circumstances influence what and how writers write? We will approach these questions by reading novels from a wide range of countries and periods in tandem with social scientific and historical texts that focus on the specific political contexts engaged by these works. Literary and political examples will be drawn from Europe, Latin America, Africa, and the United States. Among the authors to be read in this course are G. Eliot, Carpentier, Gordimer, Kundera, Rushdie, and Vargas Llosa. This course is equivalent to ENGL 0452 and PSCI 0352. (A. Byerly, J. Cason)

INTL 0454 Leadership: Politics and Psychology (Not offered 2003-04)
This seminar will approach the subject of leadership from a multidisciplinary (politics and psychology) perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; and (3) the role of the state and cultural context in a number of case studies of leadership, including the United States (Wilson), Germany (Hitler), the Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), and the United Kingdom (Thatcher). This course is equivalent to PSCI 0354 and PSYC 0454.

INTL 0458 The Aesthetics of Musical Theater in Asia and Western Europe (Not offered 2003-04)
This course will investigate the basic elements of musical theater (performance practice, the "balance of power" between music and text, set and costume design, movement, instrumentation, the spoken word) as they have been used in Asian and Western European cultures. Formal musical training is not a prerequisite. Students with specific knowledge of either European or Asian languages will be encouraged to study appropriate texts (e.g., operatic librettos, critical works) in the original language. Those with expertise in the social sciences will be asked to consider the historical function of opera and other musical theater in geographic areas that they have studied or visited. This course is equivalent to ITAL 0458 and MUSC 0458.

INTL 0460 Global Consumptions: Food, Eating and Power in Comparative Perspective (Fall)
Using interdisciplinary approaches, we will examine the practices and politics of food and eating in a range of regions. Food sustains, not only bodies, but national, ethnic, and social identities as well. Notions of time and space, order and transgression, nature and culture have long affected what people eat and how they do it. How does eating, this most basic and universal of human practices, both reflect difference and create it? How are food systems, symbolic and "real," linked to national and international politics? Finally, how are contemporary food practices influenced by "modernization" and "globalization"? We will consider these and other questions as they apply to Asia, Europe, Africa, Latin America, and the United States in the second half of the twentieth century. This course is equivalent to SOAN 0460. (E. Oxfeld, P. Schwartz)

ISEA 0500 East Asian Studies Independent Project

ISRU 0701 Russian and East European Studies Senior Thesis (Fall, Winter, Spring)

ISEU 0702 European Studies Senior Thesis (Fall, Winter, Spring)

ISLA 0703 Latin American Studies Senior Thesis (Fall, Winter, Spring)

ISEA 0704 East Asian Studies Senior Thesis (Fall, Winter)

ITALIAN

Professors: Ugo Skubikowski (chair), Patricia Zupan; *Associate Professor:* Sandra Carletti (on leave); *Assistant Professor:* David Castronuovo; *Visiting Assistant Professor:* Natasha Chang, T. Marsden Van Order; *Visiting Lecturer:* Ilaria Brancoli-Busdraghi

Our programs offer students the opportunity to achieve high competence in written and spoken Italian, in understanding Italian literature and culture, and in applying this linguistic, literary, and cultural knowledge to the study of other disciplines. Our academic year program emphasizes the study of literature and culture in the context of language acquisition. The other integral components of our program, the Italian School (summer on the Middlebury College campus) and the C. V. Starr-Middlebury College School in Italy (junior year or semester), and the newly established program at the University of Ferrara (for students who prefer immersion into the Italian university system), encourage students to deepen and broaden their study of Italian literature, cinema, history, art history, political science, and other selected disciplines. Junior students may elect to continue their study of Italian on campus, as each year at least two courses are offered at every level from first year through senior work. Faculty members direct independent research projects (ITAL 0550) according to fulfillment of the prerequisites and schedules established below. Qualified students seeking senior honors (ITAL 0755) may elect to do either a thesis or a comprehensive exam as described below.

MAJOR PROGRAMS

Full or Double Major in Italian: (1) Eleven credits or more in Italian beyond ITAL 0101-0102-0103, including senior work; (2) ITAL 3251-3252 or ITAL 3251-3252-3253 in the Italian School (summer); (3) year at Middlebury School in Florence, Italy, or at the University of Ferrara normally expected, including ITAL 2354-2355 or equivalent and at least one year-long course at the University of Florence or Ferrara, or a semester abroad and advanced-level work in the summer Italian School; (4) seven of nine credits from Florence or Ferrara applicable to major; (5) senior work, two 0400-level seminars, each requiring a research paper.

Joint Major in Italian: (1) Seven credits or more in Italian beyond ITAL 0101-0102-0103, including senior work; (2) joint major program in another discipline; (3) ITAL 0251-0252 or equivalent; (4) semester at Middlebury School in Florence or Ferrara, normally expected; (5) three of four fall credits or four of five spring credits from Florence or Ferrara applicable to the Italian part of the major; (6) senior work, two 0400-level seminars, each requiring a research paper. Joint project credited in either of two disciplines strongly recommended.

ASSOCIATED PROGRAMS

International Studies Major with Italian: Along with other required courses and senior work as described in the international studies major section, completion of the Italian language component requires: (1) proficiency in Italian (ITAL 0251-0252 or ITAL 3251-3252-3253 at the Italian School (summer), normally with average of B, or additional course work in the summer Italian School); (2) at least one semester, and preferably a year, at the Middlebury College School in Florence, Italy, or at the University of Ferrara; (3) one or more 0400-level seminars in Italian upon return from Italy.

European Studies Track, International Studies Major: Italian courses fulfilling components of this track are (1) language proficiency, ITAL 0251-0252 (normally with average of B, or further summer work in the Italian School) or ITAL 3251-3252-3253 in the Italian School (summer); (2) regional specialization, chosen from ITAL 0290-level courses (in English), or ITAL 2300-level courses (in Italian) taught at Middlebury, Florence, or Ferrara; (3) disciplinary specialization in Italian, no more than two courses from ITAL 3251, ITAL 3252, or ITAL 3251-3252-3253 (at the Italian School); four 2300-level courses, including ITAL 2355 or its equivalent in Florence or Ferrara; one 0400-level seminar; (4) study abroad, at least a semester, and preferably a year, at the Middlebury College School in Florence, Italy, or at the University of Ferrara; (5) senior work, one or more 0400-level seminars in Italian upon return from Italy.

MINOR IN ITALIAN

The Italian minor consists of six courses: ITAL 0251, ITAL 0252, (or two courses counted from ITAL 0251-0252-0253 in the Italian School) and four 0300-level courses, including ITAL 0355, or its equivalent in Florence or Ferrara.

Students entering the program with a standing beyond the ITAL 0252-level will be required to take at least one 0400-level course as part of the Italian minor. All courses at the 0300-level can be completed during the academic year at Middlebury, at the Italian School, or at the C. V. Starr Middlebury College School in Italy (Florence), or at the University of Ferrara.

FULFILLING THE MIDDLEBURY COLLEGE WRITING REQUIREMENT

All Italian majors, joint majors, minors, and International Majors with Italian or with European Studies Track are strongly encouraged to fulfill their college writing requirement by enrolling in LITP 0101, Reading Literature.

REQUIREMENTS FOR JUNIOR YEAR/SEMESTER ABROAD

Because students going to the School in Italy or at the University of Ferrara intend to fulfill academic requirements for a full, double, or joint Italian major, an international studies major, or an Italian minor, we expect them to achieve a high level of spoken and written Italian before participation there.

Since most of our students come to Middlebury with no prior knowledge of Italian, our prerequisites for study abroad at our programs in Italy intend to insure high competence. No matter what academic specialization students choose, there are three general requirements for participation in our programs in Italy: (1) an overall academic average of B–; (2) a minimum of five full semesters in Italian, or equivalent, normally with an average of B; (3) continuous study of Italian up to the semester of departure.

The proficiency requirement for participation is normally completed in one of two ways: over two academic years (ITAL 0101, 0102, 0103, 0251, 0252, and possible further summer work in the Italian School), or over twelve months (ITAL 3101, 3102, 3103, and 3200-level summer work in the Italian School).

For those electing the two-year option, the fifth semester of study, normally completed in the summer at the Italian School, may be waived if a B average is achieved in ITAL 3251-3252. Otherwise, preparation will be completed at the Italian School, at Level II or III, normally with a minimum average grade of B.

Those electing the 12-month format will attend the summer Italian School at Level II or III before any participation in our programs in Italy, whether for the full junior year or for a junior semester.

Because of the demanding and intensive nature of both the summer Italian School and our programs in Italy, and the difficulty of finding equivalent programs either in the United States or in Italy, we discourage alternative programs preparatory to study in Florence or Ferrara.

Febs who plan to study at the C. V. Starr Middlebury College School in Florence or at the University of Ferrara in their junior year must enroll in the Italian School for the summer prior to their departure after successful completion of ITAL 3103.

C.V. STARR-MIDDLEBURY SCHOOL IN ITALY

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at our study center in Florence only. The following are courses taught at the School in Italy in 2003-2004:

Fall:

Advanced Language Practice I
The European Union: Problems and Perspectives of Integration
Aspects of Nineteenth- and Twentieth-Century Italian Literature
Giotto and Tuscan Art from the Late-Thirteenth to the Mid-Fourteenth Centuries
Contemporary Italian History

Spring:

Advanced Language Practice II
Florence from the Thirteenth to the Sixteenth Centuries
Survey of Medieval and Early Renaissance Italian Literature
Introduction to High Renaissance and Mannerism
Themes and Genres of Italian Cinema
The Genius of Michelangelo and Sixteenth-Century Florentine Sculpture

Full-year students are expected to enroll in a yearlong elective course at the Università degli Studi di Firenze. Listed below are subject areas generally offered there:

Archeologia
Archeologia e Storia dell'arte greca e romana
Filologia
Letteratura italiana
Linguistica
Museologia
Musicologia
Organizzazione internazionale
Relazioni internazionali
Sistema politico italiano
Sistemi sociali comparati
Sociologia della comunicazione
Sociologia della famiglia
Sociologia urbana
Storia contemporanea
Storia dei movimenti e dei partiti politici
Storia dei movimenti sindacali
Storia del cinema
Storia del pensiero politico contemporaneo
Storia del Rinascimento
Storia del Risorgimento
Storia del teatro e dello spettacolo
Storia dell'arte
Storia dell'integrazione europea
Storia della lingua italiana
Storia delle dottrine politiche
Storia delle tradizioni popolari
Storia economica e sociale del medioevo
Storia economica e sociale dell'età industriale
Storia medievale
Storia moderna
Storia romana

THE UNIVERSITY OF FERRARA

Students who apply to the program at the University of Ferrara must contact the department chair to discuss their plans. ***Important:*** All students studying at the University of Ferrara must take a literature course each semester, in consultation with the department chair, preferably including a survey or monographic course on Medieval or Renaissance Italian literature.

ITAL 0101 Intensive Beginning Italian (Fall)
An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill are stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. 6 hrs. disc./perf.; 2 hrs. screen (extra credit) **LNG** (D. Castronuovo, N. Chang, I. Brancoli-Busdraghi, S. Mula, U. Skubikowski, P. Zupan)

ITAL 0102 Intensive Beginning Italian (Winter)
A continuation of ITAL 0101, required for enrolling in IT 103. 8 hrs. disc./perf.; 2 hrs. screen. **LNG** (I. Brancoli-Busdraghi, D. Castronuovo, N. Chang, T. Van Order)

ITAL 0103 Intensive Beginning Italian (Spring)
Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (ITAL 0101 or equivalent, ITAL 0102) 6 hrs. disc./perf.; 2 hrs. screen. **LNG** (I. Brancoli-Busdraghi, N. Chang, D. Castronuovo, U. Skubikowski, T. Van Order)

ITAL 0251 An Introduction to Contemporary Italy (Fall)
Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. (ITAL 0103 or equivalent) 4 hrs. lect./disc.; 2 hrs. screen. **LNG SOC** (I. Brancoli-Busdraghi, T. Van Order, U. Skubikowski)

ITAL 0252 Italian Culture from Fascism to the Present (Spring)
To deepen the historical knowledge gained in ITAL 0251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (IT 251 or equivalent) 3 hrs. lect./disc. **LNG LIT** (I. Brancoli-Busdraghi, D. Castronuovo)

ITAL/LITS 0290 Dante (in English) (Not offered 2003-04)
An introduction to Dante's major literary works, *La Vita Nuova (The New Life)* and the *Divine Comedy*. Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature. **LIT EUR**

ITAL 0296 Literature of the Italian Renaissance (in English) (Not offered 2003-04)
After examining some passages from Dante to understand the medieval view of humankind, we will explore the growing optimism that began to manifest itself in the late fourteenth century in Italy with regard to the human ability to realize goals, affect history, and leave an enduring legacy to posterity. We will then seek to understand why this great optimism began to wane by the end of the fifteenth century. Authors include: Boccaccio, Petrarch, Pico, Alberti, Ariosto, Machiavelli, Michelangelo, Guicciardini, and Cellini. Limited spaces available for students to satisfy the College writing requirement. **EUR LIT**

ITAL/MUSC 0297 Italian Opera in Performance: Historical Context and Original Language (Not offered 2003-04)
See Department of Music listings for course description. **ART LIT EUR**

ITAL/LITP 0299 Literary Feasts: Representations of Food in Modern Narrative (in English) (Not offered 2003-04)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from sev-

eral national traditions, with a focus on Europe. Authors will include, among others, Atwood, Calvino, Dinesen, Esquivel, Joyce, Harris, Hemingway, Lampedusa, Vittorini, Woolf, Yoshimoto, and Zola. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR**

ITAL 0352 Cinema e Letteratura del Novecento (Not offered 2003-04)
This course examines cinematic and literary representations of major themes in twentieth-century Italy. Areas of particular focus will be fascism, WW II and the Resistance, the cold war and postwar ideologies, the changing roles of women in Italian society, and the southern question. Readings will include: the works of Eugenio Montale, Giuseppe Ungaretti, Cesare Pavese, Dacia Maraini, and Italo Calvino, and films by such directors as Roberto Rossellini, Vittorio De Sica, Federico Fellini, Lina Wertmüller, and others. (ITAL 0252 or waiver) 3 hrs. lect./disc.w/screens. **EUR**

ITAL 0353 La letteratura dell'emarginazione nell'Italia unita (dal 1870 al presente)] (Not offered 2003-04)
A survey of various texts (nonfiction, fiction, poetry) that address the experiences of those members of society who have traditionally been considered, within the historical context of postunification Italy, to be "marginalized." Topics to be studied include: issues of gender and sexuality, political dissent, religious and cultural difference, antisocial behavior, morality, the social role of the artist, regionalism, external and internal immigration. (IT 252 or by waiver) **LIT EUR CMP**

ITAL 0354 Epoche della letteratura italiana I: introduzione al periodo moderno (Fall)
This course acquaints students with the major nineteenth- and twentieth-century works and movements and develops the students' linguistic, critical, and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian. (ITAL 0252 or equivalent) 3hrs. lecture/discussion; 2 hrs. screen. **LIT EUR** (T. Van Order)

ITAL 0355 Epoche della letteratura italiana II: introduzione al medioevo e al Rinascimento (Spring)
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. (ITAL 0252 or equivalent) 3 hrs. lect./disc. **LIT EUR** (U. Skubikowski)

ITAL/ISEU 0458 The Aesthetics of Musical Theatre in Asia and Western Europe (in English) (Not offered 2003-04)

ITAL 0459 Modern Italian Literature and Culture (Not offered 2003-04)
This course will consider the works of Italian twentieth-century novelists and will explore the authors' narrative techniques within a larger discussion of the social context that their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. (ITAL 0355 or equivalent) 3 hrs. disc. **LIT EUR** (S. Carletti)

ITAL 0460 La seconda guerra mondiale: tra mito e storia (Not offered 2003-04)
Beginning with literature and film produced during the Second World War, this course will examine both neo-realism and later works that return to the theme of the war. The formation and development of postwar Italian national identity and the complex relationships between history, narration, memory, and myth will contextualize broader discussions of literature and film. Readings will include: works by Eugenio Montale, Elio Vittorini, Italo Calvino, Cesare Pavese, and Alberto Moravia, among others. Films by Roberto Rossellini, Federico Fellini, Lina Wertmüller, and others will supplement the readings. (ITAL 0355 or equivalent)

ITAL 0461 Dante in the Twentieth Century (Not offered 2003-04)
Dante's *Vita nuova* and *Divina commedia* remain the undisputed source texts of the Italian canon. The terrors and the tragedies of our century, however, challenge the truth of Dante's orderly theological vision of spiritual love, other-worldly retribution, and divine justice. Here we will consider how twentieth-century Italian authors and artists both absorb and question Dante's moral and poetic authority. Authors will include: Giuseppe Ungaretti, Eugenio Montale, Primo Levi, Federico Fellini, Elsa Morante, and Umberto Eco. (ITAL 0459 or equivalent)

ITAL 0465 Representations of Urban Italy: Florence and Ferrara (Spring)
This course is a research and discussion seminar focusing on historical novels and related films about the two university cities that seniors have frequented in their junior year. To establish the historical profiles of the two cities, we will focus on the two cities' Renaissance profiles, relations, and urban iconography. In the works of Bellonci and Banti, we will consider how the Renaissance cities and personages are portrayed in historical novels written from a modern perspective. In the modern works of Bassani and Pratolini, we will consider how the cities are portrayed between and

after the two World Wars. Film versions of the works will also be discussed. A special unit will be dedicated to the culinary practices of the two cities. 3 hr sem./screening and culinary practice (IT 354, 355, or equivalents) (P. Zupan)

ITAL 0480 Letteratura dell'Ottocento (Fall)
Course members will study the period that runs from the Romantic era to the first signs of modernism. We will study authors of this period such as Manzoni, Leopardi, and Pellico, who all work in the shadow of the gathering movement toward unification of Italy (the Risorgimento); the scapigliati, who represent the reaction against Romanticism; and the veristi, Capuana and Verga, who are influenced by French realism. The course is intended for seniors who have spent at least one semester in Italy. **LIT LNG EUR** (D. Castronuovo)

ITAL 0490 Dante in Italian (Not offered 2003-04)
After an introduction to the Middle Ages, we will examine examples of Provencal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. (ITAL 0355 or equivalent) 3 hrs. disc. **LIT EUR**

ITAL 0550 Independent Study (Fall, Winter, Spring)
Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in independent work. After reading the information sheet for Independent Study (available from the department chair), students file a request with the department chair that includes a prospectus and a bibliography of no less than five sources. Requests must be filed within the semester preceding the independent study. Students must file with the department chair by *the end of the second week of classes* for fall term approvals, *by the end the last week of fall semester* for winter term approvals, and by *the end of the first week of spring term* for spring term approvals. *Prior to filing, sufficient advance consultation with project directors is required.* Junior students are strongly encouraged to consider independent study as preparation for senior honors thesis work.

IT 755 Senior Honors (Winter, Spring)
As prerequisite, students must have an A- or above average in Italian courses and a B overall average to be considered for honors work. They may achieve honors through a one-credit thesis of 25 or more pages, whose work may extend over one or more semesters, or through a comprehensive exam. Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in honors work.

To file a request for thesis work with the department chair, students must present a prospectus and bibliography of no less than 10 sources within the semester preceding the honors work. Students must file with the department chair by *the second week of classes* for fall term approvals, and by *the last week of fall term* for winter or spring term approvals. To file a request for a comprehensive exam, students must notify the chair within the above dates, so the faculty may discuss the appropriate reading list and exam schedule. *Prior to filing, sufficient advance consultation with thesis and exam directors is required.*

JAPANESE

Professors: Nobuo Ogawa; Carole Cavanaugh (chair);
Lecturer: Kyoko Davis

The Department of Japanese Studies offers a full range of courses in Japanese language, culture, literature, and film. This structured sequence of courses is designed to prepare students for international careers or for graduate study. Many majors go on to careers in business, international law, or teaching. Most students begin Japanese in their first year at Middlebury College and progress through four levels in modern Japanese (Tokyo common/standard speech). An advanced-level course is available for students who have come to Middlebury with prior training in the language and for those who accelerate their study by attending the summer Japanese School and studying abroad.

The language program emphasizes all four skills: speaking, listening, reading, and writing. Students learn how to use Japanese in a variety of environments and to become active and confident speakers, readers, and writers. Language teaching involves cultural contexts and considerable attention is given to "cultural fluency," as well as to effective linguistic skills. Language study grounded within the appropriate social, political, and historical framework is supported by courses in a variety of disciplines. Courses in Japanese modern and classical literature, cinema, gender studies, and contemporary culture are offered in English translation and are open to all interested students. Students are required to take courses related to Japan in the Departments of Art History, History, Political Science, Religion, or Philosophy.

Qualified students of Japanese are strongly encouraged to spend the junior year studying in Japan in one of several approved programs in Tokyo or Kyoto at prestigious universities. These programs offer Japanese language training, as well as Japanese and English-language courses in the various disciplines. Many students accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. The Japanese School offers nine-week courses equivalent to one year of study. Students who attend the summer session just before study in Japan make significant gains that are solidified and enhanced by one semester or an academic year in Japan.

Required for the Major: Students are expected to achieve proficiency in Japanese at the advanced level, requiring the completion of JAPN 0402, or the equivalent of four years of language study. Most majors begin their language training at Middlebury. They attain language competency through a combination of courses offered during the regular academic year, summer study in the Middlebury Japanese School, and junior year abroad at one of our approved programs in Japan. Students are strongly encouraged to begin the study of Japanese in their first academic year or in the summer before their sophomore year. Students who begin their study of Japanese in the sophomore year must attend the summer Japanese School before study abroad in Japan. Most students complete the equivalent of third- and fourth-year Japanese (JAPN 0301, 0302, 0401, 0402) during their junior year in Japan.

In addition to the completion of JAPN 0402 or equivalent, four departmental courses are required from the following *(two of these departmental courses must be taken before approval for study in Japan):*

JAPN 0116 Traditional Japanese Literature (formerly JA216)
JAPN 0175 Anime: Japanese Animation
JAPN 0190 The Tale of Genji
JAPN 0220 Modern Japanese Fiction
JAPN 0225 Japanese Language and Culture (formerly JA 325)
JAPN/THEA 0237 Japanese Film
JAPN/WAGS 0250 Gender in Japan (formerly JA/WG 350)

and two of either:

PSCI/JAPN 0210 Introduction to Modern Japanese Politics and Society
HIST/JAPN 0235 History of Pre-Modern Japan
HIST/JAPN 0236 The History of Modern Japan
PSCI/JAPN 0307 Political Economy of Japan
HIST/JAPN 0418 Readings in Japanese History: Pearl Harbor and Hiroshima
HARC/JAPN 0224 Arts of Japan
RELI/JAPN 0221 The Buddhist Tradition in Korea and Japan
RELI/JAPN 0228 Japanese Religions

Honors: Successful completion of JAPN 0475 and JAPN 0700 Senior Thesis with a grade of B+ or above are required for graduation with departmental honors. Departmental honors will be awarded according to the grade point average of courses taken in the department, in the summer Middlebury Japanese School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with honors.

Required for the Minor: Courses required for the minor in Japanese are completion of language courses to the level of JAPN 0202, or the equivalent, and two additional courses offered by the Japanese department in culture, literature, or film.

Middlebury's Summer School: Intensive language courses are available each summer at Middlebury's renowned Japanese School. During the nine-week session, students and faculty live in the same Japanese language dormitory, take their meals together, and communicate exclusively in Japanese, whether in the classroom or outside of class. Students who enroll in this intensive immersion program learn as much as they would in a regular two-semester course taken during the academic year. For all students pursuing the study of Japanese language and culture, and especially prior to study abroad in Japan, a summer of concentrated study at the second-, third- or fourth-year level in Middlebury's intensive Japanese School is strongly recommended. Students who are unable to begin the study of Japanese in their first year at Middlebury are strongly encouraged to begin or accelerate their study by taking a course in the intensive summer program.

Study in Japan: Almost two-thirds of Middlebury students spend at least one semester studying off campus by the time they graduate. For those students who wish to study in Japan during their junior year, courses well suited to their needs are available at approved programs. Middlebury College is one of 16 colleges in the Associated Kyoto Program consortium. Students accepted to AKP take one academic year of intensive language and a variety of other courses taught by participating faculty from member colleges. AKP students live with Japanese host families and participate in the normal activities of the home. Middlebury students report that the homestay experience is especially enriching. Middlebury College has exchange programs with Doshisha University in Kyoto and Keio University in Tokyo. Students in these programs participate in regular university courses taught in Japanese and have dormitory and other residential options.

LANGUAGE TECHNOLOGY AND RESOURCES

Japanese courses incorporate a variety of computer-driven teaching and learning strategies. Video and audio materials for first- and second-year levels are available on any computer, so that students can view and listen to authentic materials at any time in their dorm rooms or in labs. Japanese films, scripts, and anime in advanced-language courses are also available on the Web to students enrolled in those courses. Many Japanese literature and culture offerings are Web-based multimedia courses. Instructors often make use of conferencing and other electronic tools to extend learning beyond regular class hours. Starr Library contains an extensive collection of works in

English on most aspects of Japan; in addition, there are 1,700 works in Japanese, with special strengths in literature and linguistics.

COURSES IN JAPANESE

JAPN 0101 First-Year Japanese (Fall)
An introduction to the modern Japanese language aimed at acquisition of the four basic skills speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. 3 hrs. lect; 3 hrs. drill **LNG** (C. Cavanaugh, K. Davis)

JAPN 0102 First-Year Japanese (Winter)
A continuation of the fall term. (JAPN 0101 or equivalent) 3 hrs. daily **LNG** (Staff)

JAPN 0103 First-Year Japanese (Spring)
A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JAPN 0101, JAPN 0102) 3 hrs. lect.; 3 hrs. drill **LNG** (C. Cavanaugh, K. Davis)

JAPN 0201 Second-Year Japanese (Fall)
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the course materials. (JAPN 0103 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (N. Ogawa, K. Davis)

JAPN 0202 Second-Year Japanese (Spring)
Continuation of JAPN 0201. (JAPN 0201 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (N. Ogawa, K. Davis,)

JAPN 0301 Third-Year Japanese (Fall)
The advanced course aims to increase the student's proficiency in modern standard Japanese, both spoken and written. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. Oral presentation, discussion, and composition in Japanese are also important components of the course. (JAPN 0202 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (N. Ogawa)

JAPN 0302 Third-Year Japanese (Spring)
Continuation of JAPN 0301. (JAPN 0301 or equivalent) 3 hrs. lect.; 3 hrs. drill **LNG** (N. Ogawa)

JAPN 0401 Advanced Japanese (Fall)
Reading, analysis, and discussion of advanced Japanese materials from a variety of modern and contemporary sources. (JAPN 0302 or equivalent) 3 hrs. lect./disc.(N. Ogawa)

JAPN 0402 Advanced Japanese (Spring)
Continuation of JAPN 0401. 3 hrs. lect./disc. (N. Ogawa)

JAPN 0475 Advanced Reading in Japanese Studies (Fall)
Students read original materials in a variety of disciplines and develop skills to discuss them in Japanese on a near-native level. This course is required before taking JAPN 0700, but any student may enroll with permission of the instructor. (*Approval only*) 3 hrs. disc. (K. Davis)

JAPN 0500 Independent Study (Winter)

JAPN 0700 Senior Thesis (Winter, Spring)
Students write a thesis in English with a synopsis in Japanese on literature, film, or culture. The topic for the thesis is chosen in consultation with the instructor. (JAPN 0475) (Cavanaugh, N. Ogawa)

COURSES IN ENGLISH

In the following courses, readings, lectures, and discussion sections are in English.

JAPN 0116 Traditional Japanese Literature in Translation (Not offered 2003-04)
This course is an introduction to Japanese literature from ancient times to the late medieval period. We will discuss the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. 3 hrs. lect./disc. **LIT OTH AAL**

JAPN/FMMC 0175 Anime: Japanese Animation (Fall)
Animated films (Japanese anime) have generated new excitement worldwide. Anime films raise serious questions about our existence and identity, about the relationship of the present to myths of the past, about the body and its transformations, about the power of the erotic, and about human aspirations in a mechanized world. In this course we will investigate the anime genre in its cultural contexts with special attention to the relations anime has with cinema. Films for study include *Metropolis, Akira, Ghost in the Shell, Princess Mononoke, and Spirited Away*. 3 hrs lect/disc./screening **ART OTH AAL** (Not open to student who have taken FS 020) (C. Cavanaugh)

JAPN 0190 Tale of Genji (Spring) (Not offered 2003-04)
Was the *Tale of Genji* the first psychological novel? Written by Murasaki Shikibu in Japan 1000 years ago, the narrative focuses on the political and amorous life of Genji, a fictional prince barred from the throne. His story addresses the conflict between Buddhist beliefs and human desire in a society committed to the arts and aesthetic pleasure. Is Genji a hero or a scoundrel? Is the narrative about one remarkable man, or about the personalities of the women who love him? We will answer these questions through a close reading of the work in translation as we explore its literary, religious, social and historical contexts. **LIT OTH AAL**

JAPN/PSCI 0210 Introduction to Japanese Politics and Society (Spring)
See Department of Political Science listings for description. **SOC OTH AAL** (R. Pekkanen)

JAPN 0220 Modern Japanese Fiction (CW 5) (Not offered 2003-04)
This class will examine the development of Japanese literature during the past century of enormous social and cultural changes. We will discuss the impact of foreign culture, the persistence of tradition, and the individual in relation to society, among other topics. Authors include Sôseki, Kawabata, and recent Nobel Prize winner Ôe Kenzaburô. 3 hrs. lect./disc. **LIT OTH AAL**

JAPN/HARC 0224 Arts of Japan (Not offered 2003-04)
See Department of History of Art and Architecture listings for description. **ART HIS OTH AAL**

JAPN 0225 Japanese Language and Culture (in English) (Not offered 2003-04)
Study of the interrelationship of language and social structure in Japan. The topics include: discourse analysis, language borrowing, concepts of group formation and address forms, honorifics, history of oral and written varieties of Japanese, and language and gender. (JAPN 0103). **LNG OTH AAL**

RELI/JAPN 0228 Japanese Religions (Spring)
See Department of Religion listings for description. **PHL OTH AAL** (E. Morrison)

JAPN 0230 Japanese Visual Culture (in English) (Not offered 2003-04)
This course will explore the vibrant world of Japanese visual culture, and anime (animation). The course will aim to enhance visual literacy vis-à-vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media. Readings and viewings will include a combination of primary and theoretical works. **ART OTH AAL**

JAPN/HIST 0235 History of Pre-Modern Japan (Not offered 2003-04)
See Department of History listings for description. **HIS SOC OTH AAL**

JAPN/HIST 0236 The History of Modern Japan (Fall)
See Department of History listings for description. **HIS SOC OTH AAL** (N. Waters)

JAPN/THEA 0237 Japanese Film (in English) (Spring)
This course traces the history of Japanese film through the cinema of Kurosawa, Mizoguchi, Ozu, Oshima and other directors. We will focus on the golden age of the 1950s, the New Wave of the sixties, and films of the 1990s and 2000s. Films include *Rashomon, Seven Samurai*, and *Tokyo Story*, as well as influential works by current directors. **ART OTH AAL** (C. Cavanaugh)

JAPN/WAGS 0250 Gender in Japan (in English) (Not offered 2003-04)
In this course we will examine changing ideas about gender and sexuality in Japan in the tenth through twentieth centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics, including women's writing in classical Japan; the commercialization of sexuality in the eighteenth century; ideas of "homosexuality" in late-medieval and modern times; and women's social roles and political struggles in the twentieth century. **LIT OTH AAL**

JAPN/PSCI 0307 Political Economy of Japan (CW) (Not offered 2003-04)
See Department of Political Science listings for description. **HIS SOC OTH AAL**

JAPN/HIST 0418 Readings in Japanese History: Pearl Harbor and Hiroshima (Not offered 2003-04)
See Department of History listings for description.

LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables them to achieve a broad awareness of a variety of major Western literatures of different periods (in addition to the literature of China and, since 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each Literary Studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major, he or she will be obliged to take: (a) two courses-one generally historical, one generally theoretical in orientation from-the list specified below under the "Summary of Major Requirements"; (b) one literature course in a foreign language (including Greek and Latin)-normally 0300 level; and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the number of authors from this list whose works students will actually choose to discuss on the comprehensive examination in any given year will be limited to 12.

The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer
Aeschylus
Sophocles
Vergil
Ovid
Lucretius
Dante
Boccaccio
Pirandello
Cervantes
Tirso de Molina
Murasaki Shikibu
Natsume Soseki
Calderón
Lope de Vega
Borges
Molière
Baudelaire
Proust
Goethe
Kafka
Mann
Wang Wei
Câo Xuequin
Chikamatsu
Lu Xùn
Gogol
Dostoevsky
Tolstoy
Shakespeare
Milton
Wordsworth
Joyce
Emerson
Melville
Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two historical and theoretical courses required for the program (which may be counted toward the major), the 0300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the Literary Studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, normally one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a Literary Studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of the overall grade average in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this honors essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, normally one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than ten in either division, no more than six in any one department).

(1) Two courses selected from the historical and theoretical courses listed below, one from each category, as currently offered. (With the permission of the director, alternative courses may be substituted for those specified here.)

Historical

CLST 0150 The Ancient Epic

CLST 0152 Greek Tragedy

RELI 0180 Introduction to Biblical Literature

PSCI 0101 Introduction to Political Science

Theoretical

CHNS/LITS 0360 Introduction to Literary Theory and Criticism

(2) One course in literature in a foreign language (normally 0300 level).

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of Specialization (by genre, period, or national literature): A one-hour oral examination, to be taken in the fall semester before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available).

(6) Senior Independent Reading Course in preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour oral examination in the specialization they have selected. This examination represents the first part of the comprehensive requirement.

(7) Comprehensive Examination (on works specified in primary and secondary lists), to be taken at the end of winter term of the senior year: As indicated, this five-hour written examination represents the second part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of the overall grade average in courses in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay to be administered by two examiners, normally one from each division, will also be required.

Please Note: Any literature course in the Middlebury College curriculum may be used to fulfill the requirements for the Program in Literary Studies. Hence, in addition to the specific LITS course descriptions indicated below, students majoring in Literary Studies as well as non-majors with an interest in literature are urged to read through the entire literature offering by various departments grouped together in this section of the college catalog.

LITS/ENGL 0205 Introduction to Contemporary Literary Theory (CR) (Spring)
See English Department listing for description. 3 hrs. lect. **LIT EUR** (C. Baldridge)

LITS/ENGL 0264 Modern Drama DR (Not Offered 2003-04)
Beginning with Goethe, Kleist, and Gogol, as romanticism's precursors of modern drama, this course will examine the work of four major dramatists of the late nineteenth and early twentieth centuries: Ibsen, Strindberg, Shaw, and Pirandello-focusing on their relentless critique of societal morality, their explorations of the unconscious, and the tension between realism and surrealism in their plays. **LIT EUR**

LITS/CHNS 0360 Junior-Senior Seminar: Introduction to Literary Theory and Criticism (Not offered in 2003-04)
See Department of Chinese for description.

LITS 0500 Independent Reading Course (Spring and Fall)
Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice. (S. Donadio)

LITS 0700 Special Research (Winter)
Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations. (S. Donadio)

LITS/ENGL 0705 Senior Colloquium in Literary Studies (Fall)
Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The authors to be studied this term are: Homer, *The Odyssey;* Tolstoy, *War and Peace;* Dostoevsky, *The*

Brothers Karamazov; Proust, *Swann's Way*; Mann, *The Magic Mountain;* Joyce, *Ulysses*. (Open to nonmajors *by approval* of the instructor.) (S. Donadio)

LITS 0710 Senior Honors Essay (Spring)
(S. Donadio)

LITERATURE AND CULTURE IN TRANSLATION

CHINESE

CHNS 0130 The Chinese Literary Tradition (in translation) (Spring)
An introduction to the works of poetry, prose, and drama that formed the basis of traditional Chinese culture. We will focus primarily on texts written in classical Chinese up through the Song dynasty, including selections from the *Book of Odes*, *Songs of the South*, *Records of the Grand Historian*, Daoist literature, stories of the strange and marvelous, and Tang Dynasty poetry by Wang Wei, Li Bai and Du Fu. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) 3 hrs. lect. **LIT OTH AAL** (C. Reed)

CHNS/HARC 0206 Chinese Painting: Tradition & Innovation (taught in English) (Spring)
The history, philosophy, techniques and appreciation of China's unique and enduring traditions of painting and calligraphy—water, ink and pigments applied to silk or rice paper with the writing brush. The first half of this course will provide an overview of major artists and developments: early painting through Northern Song and Southern Song masterpieces, the rise of *wenrenhua* (literati painting) and painting theory on through the Yuan and Ming dynasties to the individualist masters of the early Qing. The second half will explore developments in the last century and a half with considerable attention given to innovations and trends emerging among contemporary Chinese artists painting in China, Taiwan and elsewhere. 3 hrs. lect. **ART OTH AAL** (J. Berninghausen)

CHNS 0216 Traditional Chinese Vernacular Fiction in Translation (Fall)
This course focuses on the tradition of classical Chinese fiction written in the vernacular from the Song (960-1279) dynasty to the Qing dynasty (1644-1911). Students will have the opportunity to learn to appreciate the literary significance and aesthetic value of stories and novels long treasured by the Chinese, including *Three Kingdoms* (the epic deeds of heroes of the Chinese civil war of the 2nd and 3rd centuries), *Outlaws of the Marsh*, *Monkey*, *The Golden Lotus* (an erotic novel of manners from the 17th century), *A Tower for the Summer Heat*, *The Scholars*, and *The Story of the Stone* (widely recognized as a masterpiece of world literature). Our discussions will also aim to provide students with a better understanding of traditional Chinese society, culture, beliefs, worldviews, ways of life, customs, and sense of humor. (No prerequisites) 3 hrs. lect. **LIT OTH AAL** (W. Xu)

CHNS/THEA 0250 Chinese Cinema (taught in English) (Fall)
Chinese film has emerged as a medium of great social significance and undeniable artistic vitality. This course surveys the history of movies in China since the 1930s and offers an in-depth look at the work of China's fifth-generation directors of the 1980s and their successors, Taiwan's new wave, and Hong Kong popular cinema. Our focus is the screening and discussion of films such as *The Goddess* (a 1934 silent classic), *Touch of Zen* (the 1971 swordplay film that helped inspire *Crouching Tiger Hidden Dragon),* the controversial *Yellow Earth* (1984), *Chungking Express* (Wong Kar-wai, 1994), and *A One and a Two* (Edward Yang's 2000 critical success). The course is designed to help students understand the place of cinema in Chinese culture and develop the analytical tools necessary for the informed viewing and study of Chinese film. (No prerequisites; some familiarity with modern Chinese studies or film studies useful) 3 hrs. lect., one evening film screening per week. **ART OTH AAL** (T. Moran)

CHNS 0302 Advanced Chinese (Modern Chinese) (Spring)
A continuation of CHNS 0301 with continued practice in conversational Chinese and a greater emphasis on reading works of a literary nature. (CHNS 0301 or equivalent) 4 hrs. lect. (staff)

CHNS 0325 Traditional Chinese Poetry (in translation) (Fall)
Introducing the basics of Chinese poetics, this junior/sophomore seminar explores inter-connections across a wide spectrum of Chinese poetry belonging to a vibrant tradition spanning more than two thousand years—folk songs; court rhapsodies; courtesan love poems; extended allegorical fantasies; ballads and lyric verse of love, war, friendship, loss, and separation. Landscape, travel, romantic and metaphysical poems by masters such as Qu Yuan, Tao Yuanming, Wang Wei, Li Po, Tu Fu, Su Dongpo and Li Qingzhao will be studied. We will analyze poetic expression ranging from poetic genres following strict formal conventions to relatively free-form verse. Traditional Chinese literary theories regarding poetry and its appreciation will be considered, yet students will also be encouraged to apply other critical approaches. (Prerequisites: two Middlebury literature courses or one Middlebury literature course

plus one course on China including any Chinese language course, especially CHNS 0130, *or by approval* of the instructor) 3 hrs. lect. **OTH AAL** (C. Reed)

CHNS 0330 Clouds and Rain: Love and Sexuality in Traditional Chinese Literature (in translation) (Winter)
This seminar explores the spectrum of traditional attitudes toward romantic love and sexuality in pre-modern China as seen through the prism of classical Chinese literature. Fiction and drama will be the focus of this course with some attention given to lyric poetry and autobiographical writing. Literary texts to be analyzed include "The Story of Yingying" from the ninth-century CE, the late sixteenth-century drama, *The Peony Pavilion*, the late seventeenth-century erotic novella, *The Carnal Prayer Mat*, along with selected chapters from the early seventeenth-century erotic novel, *Jin Ping Mei*, and the eighteenth-century masterwork, *The Story of the Stone* (also known as *Dream of the Red Chamber*), etc. Normally offered in alternate years. (Prerequisites: two Middlebury literature courses, or one Middlebury literature course plus one course on China, including any Chinese language course, with CHNS 0130 and CHNS 0216 recommended, or *by approval* of the instructor) 3 hrs. lect. **OTH AAL** (W. Xu)

CHNS/LITS 0360 Introduction to Literary Theory and Criticism (Not offered in 2003-04)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* to postmodernism, from issues of "literariness," authorial intention, hermeneutics, and narrative angle to the premises and practices of "new critical," structuralist, Freudian, Marxist, feminist, postmodern approaches, etc., we will study short theoretical and critical essays in conjunction with literary works by Coleridge, Lu Xun, Joyce, Natsume Soseki, Henry James, Hwang Chunming, Borges, Kafka, and others. Narrative prose fiction is the main focus. Discussion-based, senior-junior seminar. (Minimum of three college-level literature courses required; priority enrollment given to seniors and juniors majoring in CHNS and LITS; approval of the instructor)

CLASSICS

CLAS 0121 The Classical Tradition of the Liberal Arts and Sciences (Spring)
From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of philosophy, rhetoric, theology, and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine, and Francis Bacon. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CLAS 0140 Augustus and the World of Rome (CW) (Fall)
In 44 B.C., Julius Caesar was assassinated. Within two months his adoptive son, Augustus, still in his teens, traveled to Rome, soon extorted the highest office of the Roman Republic, and after 13 years of civil war became the state's first emperor. The resulting "Augustan Age" (31 B.C. to A.D. 14) produced a period of political change and cultural achievement unparalleled in Rome's long history. In this course we will examine the literature, art, history, and politics of this era, evaluate the nature of Augustus's accomplishments, and explore the Roman world. Readings include: Augustus, Vergil, Suetonius, and *I, Claudius*. **LIT HIS EUR** (R. Ganiban)

CLAS 0141 Masterpieces of Roman Literature (CW 8) (Spring)
This course will introduce students to some of the greatest and most enduring literary works of Rome. We will start with the comedies of Plautus and Terence and ask why Roman literature begins quite suddenly by reworking the literature of Greece. Through readings of Catullus, Caesar, Sallust, Vergil, Ovid, Seneca, and others, we will then examine how Rome came to develop a literature of its own that could rival the best works of the Greeks. We will explore many of the fundamental themes of Rome's authors: the nature of political power, the role of "the lover" in a martial society, the problem of moral decline, what it means to be "Roman," among others. 2 hrs. lect., 1 hr. disc. **HIS LIT EUR** (R. Ganiban)

CLAS 0150 Ancient Epic Poetry (Fall)
The course will concentrate on the epic poets' teachings about heroism, human greatness, and human happiness. Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*. 3 hrs. lect. **LIT PHL EUR** (E. Adler)

CLAS 0151 Introduction to Ancient Greek Literature (CW 8) (Not offered 2003-04)
An introduction to the literature of the Golden Age of Athens. The course traces the era of unprecedented intellectual innovation that begins with Greece's triumph over the Persian invasions in 490 and 479 B.C., continues through the emergence of radical democracy and imperialism at Athens, and culminates in the Peloponnesian War and Athens' defeat in 404 B.C. by her former ally, Sparta. Through intensive study of selected works of historiography (Herodotus, Thucydides), tragedy (Sophocles, Euripides), comedy (Aristophanes), and philosophi-

cal dialogue (Plato), we will explore the central concerns of the Athenians in the fifth and fourth centuries: freedom and power, knowledge and virtue, law and nature, and the place of the divine in the human world. **LIT PHL EUR**

CLAS 0152 Greek Tragedy (CW 10) (Spring)
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and political freedom and empire in fifth century B.C. Athens. The course examines the tragic poets' use of traditional Greek myths to question not only the wisdom of contemporary Athenian imperialism but also traditional Greek views on relations between the sexes; between the family and the city; between man's presumed dignity and his belief in gods. Mythical and historical background is supplied through additional readings from Homer and Thucydides. The course asks how the tragedians managed to raise publicly, in the most solemn religious settings, the kind of questions for which Socrates was later put to death. The course culminates in a reading of Aristotle's *Poetics*. 3 hrs. lect. **LIT PHL EUR** (M. Witkin)

CLAS 0160 Greek and Roman Comedy (CW 8) (Not offered 2003-04)
A survey of the comic playwrights of Greece (Aristophanes and Menander) and Rome (Plautus and Terence) in light of their ancient social, political, and religious contexts as well as modern theoretical approaches to laughter (including psychoanalysis and structural anthropology). We will trace enduring aspects of the comic tradition that can be found in both Greece and Rome and also look forward to Renaissance and modern comedy. These include: the nature of the comic hero; the patterns of comic plots; the dependence of comedy on language; the comic poet's concern with questions of freedom and slavery, desire and repression. 2 hrs. lect., 1 hr. disc. **LIT EUR**

CLAS/PHIL 0175 Greek Philosophy: The Problem of Socrates (CW10) (Fall)
The course surveys the development of ancient Greek philosophy from the Presocratics through Aristotle by focusing on what Nietzsche called "the Problem of Socrates": the question why Socrates abandoned "presocratic" natural science in order to dissect the opinions of his fellow Athenians, and why they eventually put him to death for it. The implications of Socrates' life, his thought, and his execution in 399 B.C. on charges of corruption and impiety are examined through close reading of selected works of Aristophanes, Xenophon, Plato, and Aristotle. Socrates' relevance to our current crisis of wisdom in the natural and human sciences is highlighted through debate on Nietzsche's two claims: that Socrates corrupted Athens by introducing the imperative of universal enlightenment; that he thereby launched the West on a fatal course of rationalism and nihilism. (3 hrs. lect.) **LIT PHL EUR** (M. Witkin)

CLAS 0420 Seminar in Classical Literature-Plato's *Republic* (Spring)
Plato's *Republic* is the world's most renowned book about justice in society and education in the human soul. The aim of the seminar is to study the entire book, giving attention to the details of its arguments and images while working towards an understanding of its teaching as a whole. Important interpretations of the *Republic* by Greek (Aristotle), Roman (Cicero), Christian (Augustine), Islamic (Alfarabi), and modern authors will be considered along with the main work of studying Plato's book ourselves. (Upperclass standing and some previous study of Plato are assumed.) 3 hrs. lect. (E. Adler) Limit on enrollment: 15

CLAS 0450/0701 History of Classical Literature (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, and Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Required of senior majors in Classics/Classical Studies (see CLAS 0701) and open to all interested students with some background in Greek and Roman literature, history, or philosophy. 6 hrs. lect. (M. Witkin)

FRENCH

FREN/INTL 0449 Imperialism and Culture (Not offered 2003-04) Please see International Studies listings for description. This course is equivalent to INTL 0449 and ENGL 0449. Register for this course under INTL 0449; see International Studies section for registration procedure (approval only course). 3 hrs. sem. (E. Knox, Y. Siddiqi)

GERMAN

GRMN/WAGS 0226 To Veil or not to Veil: Germany and Islam (in English) (Spring)
Women's status in Islam is one of the most controversial and serious issues of our time. For those Muslim women who reside in a Judaeo-Christian environment, their status is further obfuscated by tensions between contested constructions of gender. This course offers a comparative and interdisciplinary perspective on gender construction in Germany as relating to Islam. We will interrogate some of the assumptions made about the formation and representation of 'femininity' within different cultural frameworks. Primary readings will include works by Özdamar, Senocak, Ören, Özakin, and

Tekinay. This course is taught in English. It also provides WG credit. Students taking GRMN 0226 will not be allowed to take GRMN 0426 in subsequent semesters. *Students wishing to take this course for German credit should register under GRMN 0426-see course description under GRMN 0426.* 3 hrs. lect./disc. **LIT SOC OTH CMP** (K. Murti)

GRMN/WAGS 0228 Women's Fictions in German-Speaking Countries (in English) (CW) (Not offered 2003-04)
This course provides an overview of women's cultural productions from the Weimar period to Reunification and explores issues of gender, female authorship, personal and national identity, and the politicization of the private sphere within the German cultural context. Required texts include May Opitz, *Showing Our Colors*, Ingeborg Bachmann, *The Thirtieth Year*, Christa Wolf, *What Remains*, Lukens and Rosenberg, *Daughters of Eve*, Sue-Ellen Case, ed., *The Divided Homeland*. 3 hrs. lect. **LIT SOC EUR**

GRMN/THEA 0314 German Cinema (in English and in German) (Not offered 2003-04)
Major trends and movements of German film history from the classic period of German Expressionism (Wiene, Lang, Murnau, Pabst) to the Fascist propaganda film (Harlan, Riefenstahl), the post-World War II "rubble films," and finally the rise and fall of New German Cinema (Fassbinder, Kluge, Wenders, Herzog, von Trotta). Issues to be discussed include history in film and film as history, the "aestheticization of politics" in Nazi cinema, "auteurist cinema," German film theory and criticism (Arnheim, Benjamin, Kracauer, Wenders), and finally, film as an instrument of public discourse. This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors). **ART EUR**

GRMN 0325 Representing the Unthinkable: The Holocaust in Art and Literature (in English and in German) (CW 3 German) (Not offered 2003-04)
Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors' testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? 3 hrs. lect. *This course is taught in English with two discussion sections: one in English (for students without German language background) and one in German (for German majors and minors).* **LIT EUR**

GRMN/LITP 0333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2003-04)
Would you sell your soul to the devil if you could receive whatever you wanted in return? Faust made that deal for ultimate knowledge. Did he achieve his goal? Can the devil be trusted? Who wins in such a scenario: Faust or the devil? The search for knowledge and its inherent pitfalls have occupied cultures for centuries. The "Faust" *Stoff* emanates from a literary tradition that revolves around this search and connects it with the inexplicable forces of the supernatural. We can find "Faust" in music, literature, and the visual arts not only all over Europe, but also in the United States. This course focuses on a discussion of "Faust" in music and literature, primarily in the works of Marlowe, Goethe, Gounod, Liszt, Mann, Bulgakov, and Kerouac. 3 hrs. lect./disc. **LIT EUR**

GRMN/MUSC 0417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century (in English and in German) (Not offered 2003-04)
In this course we will look at the German musical-literary landscape in the nineteenth and early twentieth century with special emphasis on forms that merge music and literature (the "Lied," the "Künstlernovelle," the musical poem, opera). Eighteenth century aesthetics prepared the ground for a new approach to artistic production, and the nineteenth century witnessed an intense experimentation with the limits and possibilities of various artistic media and a deep concern with the (social) status of the artist. Taking a closer look at these "mixed" genres will provide insights in the development of the aesthetics of music and literature in the nineteenth century. As offered in English, this is comparable to a 200-level course. This course is taught in English with 2 discussion sections: one in English (for students without German language background) and one in German (for students wanting German credit). This course also provides Music credit. 3 hrs. lect.

HEBREW

RELI/LITP 0266 Modern Hebrew Literature in Translation (Not offered 2003-04)
Modern Hebrew is arguably the only modern language to have been purposefully revived from its ancient roots. While its literature is actively involved in creating this new language, it also explores themes of Zionism, nationalism, existentialism, enlightenment's friction with faith, Israeli and Palestinian identity, the Holocaust, and the modern Jewish condition. This course surveys modern Hebrew litera-

ture in translation, with an eye to its reflection of Judaism, Zionism, and Israeli national identity. Authors include Agnon, Bialik, Tchernichowsky, Oz, Yehoshua, Goldberg, Appelfeld, Amichai, Gilboa, Rachel, and others. No knowledge of Hebrew required. 3 hrs. lect. **LIT OTH AAL**

ITALIAN

ITAL 0296 Literature of the Italian Renaissance (in English) (Not offered 2003-04)

After examining some passages from Dante to understand the medieval view of humankind, we will explore the growing optimism that began to manifest itself in the late fourteenth century in Italy with regard to the human ability to realize goals, affect history, and leave an enduring legacy to posterity. We will then seek to understand why this great optimism began to wane by the end of the fifteenth century. Authors include: Boccaccio, Petrarch, Pico, Alberdti, Ariosto, Machiavelli, Michelangelo, Guicciardini, and Cellini. Limited spaces available for student to satisfy the College writing requirement. **EUR LIT**

MUSC/ITAL 0297 Italian Opera in Performance: Historical Context and Original Language (Fall) (Not offered 2003-04)

This intensive, team-taught course is open to singers, actors, instrumentalists, designers, technicians, students of music and/or foreign language/literature. We will explore the context and language of opera in a given period; close readings of critical texts, librettos, and music culminate in a workshop performance of an opera (or selected scenes) in the original language. Auditions will be held the semester prior to the course. In fall '02 we will focus on seventeenth-century Venice and the music of Monteverdi, staging a workshop performance of *L'Incoronazione di Poppea*. The course prepares students to participate in fully staged performances during winter term '03. Funds available for student lessons. **ART LIT EUR**

ITAL 0298 Italy in World War II: Memory, Myth, and Martyrdom in Literature and Film (in English) (Not offered 2002-03)

LITP/ITAL 0299 Literary Feasts: Representations of Food in Modern Narrative (Spring) (Not offered 2003-04)

This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Harris, and Esquivel. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (S. Carletti)

JAPANESE

JAPN 0116 Traditional Japanese Literature in Translation (Fall) (Not offered 2003-04)

This course is an introduction to Japanese literature from ancient times to the late medieval period. We will discuss the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. **LIT OTH AAL**

JAPN/FMMC 0175 Anime: Japanese Animation (Fall)

Animated films (Japanese anime) have generated new excitement worldwide. Anime films raise serious questions about our existence and identity, about the relationship of the present to myths of the past, about the body and its transformations, about the power of the erotic, and about human aspirations in a mechanized world. In this course we will investigate the anime genre in its cultural contexts with special attention to the relations anime has with cinema. Films for study include *Metropolis, Akira, Ghost in the Shell, Princess Mononoke, and Spirited Away*. 3 hrs lect/disc./screening **ART OTH AAL** (Not open to student who have taken FS 020) (C. Cavanaugh)

JAPN 0190 The Tale of Genji (Spring) (Not offered 2003-04)

Was the *Tale of Genji* the first psychological novel? Written by Murasaki Shikibu in Japan 1000 years ago, the narrative focuses on the political and amorous life of Genji, a fictional prince barred from the throne. His story addresses the conflict between Buddhist beliefs and human desire in a society committed to the arts and aesthetic pleasure. Is Genji a hero or a scoundrel? Is the narrative about one remarkable man, or about the personalities of the women who love him? We will answer these questions through a close reading of the work in translation as we explore its literary, religious, social and historical contexts. **LIT OTH AAL**

JAPN 0220 Modern Japanese Fiction (CW 5) (Not offered 2003-04)

This class will examine the development of Japanese literature during the past century of enormous social and cultural changes. We will discuss the impact of foreign culture, the persistence of tradition, and the individual in relation to society, among other topics. Authors include Sôseki, Kawabata, and recent Nobel Prize winner Ôe Kenzaburô. 3 hrs. lect./disc. **LIT OTH AAL**

JAPN 0225 Japanese Language and Culture (in English) (Not offered in 2003-04)
Study of the interrelationship of language and social structure in Japan. The topics include: discourse analysis, language borrowing, concepts of group formation and address forms, honorifics, history of oral and written varieties of Japanese, and language and gender. (JAPN 0103). **LNG OTH AAL**

JAPN 0230 Japanese Visual Culture (in English) (Spring) (Not offered 2003-04)
This course will explore the vibrant world of Japanese visual culture, viewing and analyzing examples from Japanese prints, films, graphic design, manga (comics), and anime (animation). The course will aim to enhance visual literacy vis à vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media in our own daily lives. Readings and viewings will include a combination of primary and theoretical works. For the class project, students will work in teams to develop the course's Web site, contributing their own analyses, links, and annotations. **ART OTH AAL**

JAPN/THEA 0237 Japanese Film (in English) (Spring)
This course traces the history of Japanese film through the cinema of Kurosawa, Mizoguchi, Ozu, Oshima and other directors. We will focus on the golden age of the 1950s, the New Wave of the sixties, and films of the 1990s and 2000s. Films include *Tashomon, Seven Samurai,* and *Tokyo Story*, as well as influential works by current directors. **ART OTH AAL** (C. Cavanaugh)

JAPN/WAGS 0250 Gender in Japan (in English) (Fall) (Not offered 2003-04)
In this course we will examine changing ideas about gender and sexuality in Japan in the tenth through twentieth centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics including women's writing in classical Japan; the commercialization of sexuality in the eighteenth century; ideas of 'homosexuality' in late medieval and modern times; and women's social roles and political struggles in the twentieth century. **LIT OTH AAL**

RUSSIAN

RUSS 0122 The Russian Mind (in English) (Not offered 2002-04)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. **LIT HIS OTH AAL**

RUSS 0151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
Duels, ghosts, utopias, murders, prostitution, and adultery: these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the nineteenth century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? 3 hrs. lect **LIT EUR** (T. Beyer)

RUSS 0152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (in English) (Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, emigre, and underground literature will be read to show the complex role of literature in Russian life and politics. A limited number of spaces are available for students wishing to satisfy the College writing requirement. 3 hrs. lect. **LIT EUR** (S. Davydov)

RUSS/RELI 0231 The Russian Religious Experience (in English) (Not offered 2003-04)
In its origins Christianity was Eastern rather than Western. The Russian Primary Chronicle relates how Vladimir I, Grand Prince of Kiev, sent his emissaries to Constantinople to choose a religion; after Vladimir's baptism in 988, Eastern Orthodox Christianity flourished in the lands of *Rus'*. This course will examine major aspects of the Russian religious experience: doctrinal differences between East and West; the history of the Russian Orthodox Church; Russian religious art (icons) and church architecture; Byzantine liturgical music; and the state of the church in post-Soviet Russia. **HIS PHL OTH AAL CMP**

RUSS 0232 The Origin and Nature of Human Language (in English) (Not offered 2003-04)
Language is the most complex expression of our humanity and individuality. This course will investigate what is known of the origins of human language and examine current thinking on the nature and function of language. The work of the seminar will be highly interactive: students will acquire basic

linguistic concepts, apply them to one of the languages they know, and share that information with others in Middlebury and beyond via the World Wide Web. (Study or knowledge of one language other than English essential.) **SOC EUR CMP**

RUSS/INTL 0233 Russian Perceptions of America (in English) (Not offered 2003-04)
This course will examine Russian perceptions of the people and institutions of the United States during the twentieth century. Students will read firsthand accounts by a broad selection of Russian observers, then analyze both the authors' reactions to America and their own reactions to the foreigners' perceptions. Readings will be in English, though native Russian speakers and students returning from study in Russia will read original texts where appropriate/available. **SOC EUR CMP**

RUSS 0251 Epic, Myth, and Ritual in Soviet Literature (in English) (Not offered 2003-04)
This course will examine the role of literature in Soviet culture in the light of theories of myth in traditional societies and in comparison to some of the earliest literary embodiments of myths. We will compare the major ritualized literary genres of ancient Greece, epic and tragedy, with the most important genres of the Soviet period, the socialist realist novel and film. **LIT EUR**

RUSS/WAGS 0255 Gender and Sexuality in Russian Culture (in English) (Fall)
This course will investigate the categories of gender and sexuality in Russian culture. We will look at literary texts and films from various periods to see how these categories were constructed in pre-Revolutionary Russia, in the Soviet Union, and in post-Soviet Russia. Topics addressed will include Russian definitions of masculinity and femininity, same-sex desire, and the connection between political and sexual dissidence. Works to be examined include traditional folk tales, Tolstoy's "Kreutzer Sonata," Nagrodskaya's *Wrath of Dionysus*, Kuzmin's *Wings*, and the films *Bed and Sofa* and *Little Vera*.3 hrs. lect. and disc. plus screening. **LIT EUR** (K. Moss)

RUSS 0351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. The course will devote special attention this year to Dostoevsky's vision of St. Petersburg in his writings 3 hrs. lect. and disc.. **LIT EUR** (T. Beyer)

RUSS 0352 Tolstoy (in English) (Not offered 2003-04)
A study of the major works by literary giant Leo Tolstoy. Readings include early short fiction such as "Family Happiness," selected excerpts from *War and Peace* accompanied by a screening of the subtitled Russian film, in-depth analysis of *Anna Karenina*, and several late, post-conversion tales including "The Death of Ivan Ilych." No knowledge of Russian required. **LIT EUR**

RUSS 0354 Chekhov (in English) (Fall)
We will study Chekhov's major dramatic output: a survey of the history of Russian theatre before Chekhov; Turgenev's *Month in the Country*; Chekhov's evolution as a writer; analysis of his four major plays: *Seagull, Uncle Vanya, Three Sisters,* and *Cherry Orchard*; Chekhov's European contemporaries and his Russian successors. A significant feature of this year's course will be close cooperation with the Theatre Department's planned production of *Cherry Orchard* in Fall, 2003. The director, actors, set and costume designers, etc. will be invited for guest appearances in class; students will attend some rehearsals and will write reviews of the performance. 3 hrs. sem. **LIT EUR** (M. Katz)

RUSS/AMLT 0359 The Art of Vladimir Nabokov (in English) (Spring)
A study of the "perverse" aesthetics of this Russian-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. 3 hrs. lect. **LIT USA NOR**

LITERATURE PROGRAM

Director: Sandra Carletti

In an effort to strengthen interdepartmental and interdisciplinary teaching projects in literature and culture and in order to establish a strong common framework for literature students at Middlebury College, the literature division created Reading Literature (LITP 0101), the first of a series of several courses that interconnect the study of literature across campus. The staff for each semester's version of LITP 0101 is drawn from at least three different departments, generally but not necessarily from English, American literature and civilization, and the various language departments. The course may be counted toward requirements for the major in English, American literature, literary studies, and some of the language departments. It is open to non majors as well, and is a core course in the Program in International Studies.

In addition to the course descriptions indicated below, students with an interest in the general literature offerings available at the College are urged to consult the Literary Studies (LS) listings.

LITP 0101 Reading Literature (CW 15) (Fall, Spring)
An introduction to the critical analysis of imaginative literature drama, fiction, and poetry through the careful reading of selected classic texts from a range of Western and non-Western cultures. This course seeks to deepen students' understanding and appreciation of the particular texts under consideration, while helping them to develop a critical vocabulary with which to discuss and write about these texts, both as unique artistic achievements of individual and empathetic imagination and as works affected by, but also transcending their historical periods. (Prerequisite: First-year seminar) 3 hrs. lect./disc. **LIT** (fall:C. Baldridge, T. Billings, D. Brayton, B. Millier, staff; spring: J. Bertolini, J. Elder, T. Moran, Tom VanOrder, staff)

LITP/ENGL 0110 Continental Fiction (III) (Fall)
See Department of English listings for description. **LIT EUR** (D. Price)

LITP/AMLT 0200 Poetry and Poetics (Not offered 2003-04)
LIT

LITP/ENGL 0211 The Realistic Novel (IV) (Not offered 2003-04)
LIT EUR

LITP/ENGL 0219 Books That Changed the World (Spring)
What is the role of literature in people's lives? Is it meant to entertain, to divert and instruct, or to do something more? This course will consider the idea that literature is not merely an idle pastime but a pursuit that can have very real effects on people and the world. As we read works that have had an immense impact on readers, by fomenting revolution, emulation, or social change, we will consider the role of the formal and contextual dimensions that give literary texts their power to transform the world. Readings will include works by such writers as Voltaire, Goethe, Marx and Engels, Dickens, Flaubert, Stowe, Thoreau, and Carson. 3 hrs lect./disc. **LIT** (D. Brayton)

LITP 0233 Is There a Critic in This Class? (Not offered 2003-04)

LITP/AMLT 0250 Cultural Crossings: Studies In Literary Influence (Not offered 2003-04)
See Department of American Literature listings for description. **LIT USA HIS NOR**

LITP/RELI 0266 Modern Hebrew Literature in Translation (Not offered 2003-04)
See Department of Religion listings for description. **LIT OTH AAL**

LITP/ITAL 0299 Literary Feasts: Representations of Food in Modern Narrative (Not offered 2003-04)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Atwood, Calvino, Dinesen, Joyce, Hemingway, Lampedusa, Vittorini, Harris, Yoshimoto and Esquivel. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR**

LITP/ENGL 0305 Love Stories: Desire and Gender in Medieval and Early Modern Europe (Spring)
Our modern conceptions of desire, self, body and gender are informed in complex and often invisible ways by earlier narratives of love. We will investigate the conflicting accounts of love written during the medieval and early modern periods, considering in particular the relationship between the idealized notion of "courtly love" and the darker, medical picture of love as a form of madness or melancholia. Reading a variety of works including lyric, drama, romance and medical texts, we will look at the construction of gender and sexuality, the relationship between desire and subjectivity, and the gendering of certain "diseases" of love (such as hysteria) during this period. Authors to be studied will include: Chaucer, Boccaccio, Petrarch, Dante, Shakespeare, and a selection of male and female lyric poets. 3 hrs. lect. **LIT EUR** (M. Wells)

LITP/ENGL 0320 Writing the New World: Utopia and the Literature of Discovery (Spring)
We will examine the European Renaissance literature of discovery, both real and imaginary. We will read accounts of the New World written by 15th, 16th, and 17th Century travelers, polemicists, dreamers, and falsifiers. Our exploration of the literary depiction of newfound lands will take us into several literary traditions, including French, English, Spanish, and Italian literatures. Readings will include works by More, De Las Casas, Montaigne, Rabelais, Shakespeare, Cervantes, and Campanella. Lecture/Discussion (D. Brayton)

LITP/GRMN 0333 Dealing with the Devil: The "Faust" Tradition (in English) (Not offered 2003-04)
See Department of German listings for description. 3 hrs. lect./disc. **LIT EUR**

MATHEMATICS

Professors: Priscilla Bremser, David Dorman, William Peterson (chair), Peter Schumer; John C. Baldwin Professor of Mathematics and Natural Philosophy: Michael Olinick, Charles A. Dana Professor: John Emerson, Charles A. Dana Professor: Bruce Peterson *Associate Professors*: Stephen Abbott (on leave academic year), *Assistant Professors*: Concetta Gomez, Frank Swenton; *Lecturer*: Janine Clookey.

The Department of Mathematics offers courses in a variety of areas within the mathematical sciences. These areas include foundations, analysis, algebra and number theory, topology, geometry, applied mathematics, probability and statistics, and mathematical modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of three groups of Middlebury College students:

1. Those who are interested in mathematics, but who will not have a major or a minor in a field that requires mathematics courses.
2. Those who need mathematics as an integral part of their chosen major or minor.
3. Those who choose to major or minor in mathematics, emphasizing a traditional study of mathematics and its modern applications.

The mathematics major includes a core sequence of analysis, algebra, and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

Mathematics majors interested in obtaining secondary school teaching certification need to notify the Teacher Education Program, preferably by the middle of their sophomore year. They should also contact Peter Schumer, the department's teacher education representative.

Required for the Major in Mathematics: MATH 0122, MATH 0200, MATH 0223, MATH 0225, MATH 0302, and MATH 0323; CSCI 0101; four MATH electives at the 0200 level or above; and MATH 0704 in the senior year.

Honors Program: A student who wishes to be considered for departmental honors in mathematics must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 0400 level, but certain 0300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MATH 0121, MATH 0122, MATH 0200, and three courses at the 0200 level or above.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MATH 0122 or MATH 0200. Mathematics majors who need to begin the study of calculus with MATH 0121 may arrange with their advisers to use this course as one of the required electives. Students who have earned grades of 4 or 5 on the AB or BC exam in Advanced Placement Calculus may not register for the equivalent course at Middlebury College. Thus students who have earned 4 or 5 on the AB exam may not register for MATH 0121, and students who have earned 4 or 5 on the BC exam many not register for MATH 0121 or MATH 0122. This policy applies irrespective of whether students choose to use their AP credits toward meeting Middlebury's graduation requirements. Exceptions to this policy will be very rare and are granted only by decision of the Chair of the Mathematics Department.

Joint Majors: Mathematics is frequently elected as a joint or double major with other disciplines. The mathematics component of a joint major requires the following courses: MATH 0122, MATH 0200, MATH 0223, MATH 0225; one course from MATH 0302 and MATH 0323; two MATH electives at the 0200 level or higher; MATH 0704. The joint major must be approved by advisers from both departments. The senior thesis project (MATH 0704) must combine mathematics with the other discipline and be approved by both departments.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variation in course offerings at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course. In addition, students seeking MATH 0121 credit for a summer course taken elsewhere must pass a written examination given by the department in the fall. Check with the department early in the first week of classes for details.

MATH 0116 Introduction to Statistical Science (Spring)

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the natural and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course has no formal mathematics prerequisite, and is especially suited to students in the physical, social, environmental, and life sciences who seek an applied orientation to data analysis. (Credit is not given for MATH 0116 if the student has taken EC 210 or PY 201 previously or concurrently.) (formerly MA 106). 3 hrs. lect., 1 hr. computer lab. **DED** (J. Emerson)

MATH 0120 Extended Calculus I (Spring)
A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms, and exponential functions will be integrated into the course as the need arises. Extended Calculus is the conclusion of a Winter-Spring course sequence that begins in January term. (formerly MA 110/111) 4 hrs. lect./disc. **DED** (P. Schumer)

MATH 0121 Calculus I (Fall, Spring)
Introductory analytic geometry and calculus. Topics include differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates, the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, MATH 0121 assumes no prior introduction to the topics listed. (formerly MA 112). 4 hrs. lect./disc. **DED** (staff)

MATH 0122 Calculus II (Fall, Spring)
A continuation of MATH 0121, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Topics include an introduction to natural logarithm and exponential functions, calculus of the elementary transcendental functions, techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (formerly MA 113) (MATH 0121 or by waiver) 4 hrs. lect./disc. **DED** (staff)

MATH 0145 Mathematical Foundations of Computing (Spring)
Cross listed as CSCI 0102. An introduction to the mathematical foundations of computer science, with an emphasis on formal reasoning. Topics include propositional and predicate logic, sets, functions, and relations; basic number theory; mathematical induction and other proof methods; combinatorics, probability, and recurrence relations; graph theory; and models of computation. (formerly MA 205). 3 hrs. lect./disc. **DED** (T. Huang)

MATH 0200 Linear Algebra (Fall, Spring)
Matrices and systems of linear equations, the Euclidean space of three dimensions and other real vector spaces, independence and dimensions, scalar products and orthogonality, linear transformations and matrix representations, eigenvalues and similarity, determinants, the inverse of a matrix and Cramer's rule. (MATH 0121 or by waiver) 3 hrs. lect./disc. **DED** (fall: C. Gomez, P. Schumer; spring: P. Bremser)

MATH 0223 Multivariable Calculus (Fall, Spring)
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (formerly MA 201). (MATH 0122 and MATH 0200 or by waiver.) 3 hrs. lect./disc. **DED** (fall: B. Peterson; spring: F. Swenton)

MATH 0225 Topics in Linear Algebra and Differential Equations (Fall, Spring)
A continuation of MATH 0200. Topics may include diagonalization of matrices, quadratic forms, inner product spaces, canonical forms, the spectral theorem, positive matrices, the Cayley-Hamilton theorem, ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution, applications. (formerly MA 300). (MATH 0200) 3 hrs. lect./disc. **DED** (Fall: D. Dorman; Spring: B. Peterson)

MATH 0235 Visible Mathematics (Not offered 2003-04)
We shall introduce and discuss such topics as graphs, knots, and braids—mathematical objects having natures both visible (for building intuition) and abstract (for the purpose of proof). Along the way, we shall present a concrete introduction to certain objects within the mathematical fields of topology, algebra, and graph theory. The class will culminate with a mathematical result about simply-colored knots whose statement and proof will involve all of the objects introduced during the term. (formerly MA 260) (MATH 0200 or by waiver) **DED**

MATH 0241 Elementary Number Theory (Not offered 2003-04)
Divisibility and prime factorization. Congruences; the theorems of Lagrange, Fermat, Wilson, and Euler; residue theory; quadratic reciprocity. Diophantine equations. Arithmetic functions and Mobius inversion. Representation as a sum of squares. (formerly MA 321) (MATH 0122) **DED**

MATH 0247 Graph Theory (Spring)
Topics from graph theory and combinatorial mathematics including graphs, enumeration problems, planar graphs, Euler paths and the Konigsberg Bridge

Problem, Hamiltonian graphs, the four color conjecture, tilings and tesselations of the plane, Fibonacci sequences, applications. (formerly MA 220) (MATH 0122) 3 hrs. lect./disc. **DED** (B. Peterson)

MATH 0261 History of Mathematics (CW 5) (Not offered 2003-04)
This course studies the history of mathematics chronologically beginning with its ancient origins in Babylonian arithmetic and Egyptian geometry. The works of Euclid, Apollonius, and Archimedes and the development of ancient Greek deductive mathematics is covered. The mathematics from China, India, and the Arab world is analyzed and compared. Special emphasis is given to the role of mathematics in the growth and development of science, especially astronomy. European mathematics from the Renaissance through the 19th Century is studied in detail including the development of analytic geometry, calculus, probability, number theory, and modern algebra and analysis. (formerly MA 240). (MATH 0122 or waiver) **DED CMP**

MATH 0302 Abstract Algebra (Fall, Spring)
Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups, rings and ideals, integral domains and fields, the field of quotients of a domain, the ring of polynomials over a domain, Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MATH 0200 or by waiver) 3 hrs. lect./disc. **DED** (Fall: D. Dorman; Spring: P. Schumer)

MATH 0310 Probability (Fall)
An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, weak law of large numbers, central limit theorem, and numerous applications. (MATH 0223 or by waiver) 3 hrs. lect./disc. **DED** (J. Emerson)

MATH 0311 Statistics (Spring)
An introduction to the mathematical methods and applications of statistical inference. Topics will include: survey sampling, parametric and nonparametric problems, estimation, efficiency and the Neyman-Pearsons lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Methods of linear least squares are used for the study of analysis of variance and regression. There will be some emphasis on applications to other disciplines. (MATH 0310) 3 hrs. lect./disc. **DED** (J. Emerson)

MATH 0315 Mathematical Models in the Social and Life Sciences (Not offered 2003-04)
An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and life sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (MATH 0200 or waiver.) **DED**

MATH 0318 Operations Research (Spring)
Operations research is the utilization of quantitative methods as an aid to managerial decisions. In the course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network optimization, transportation problems, assignment problems, integer programming, nonlinear programming, inventory theory, and game theory. (MATH 0200 or waiver) **DED** (W. Peterson)

MATH 0323 Real Analysis (Fall)
An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (formerly MA 401). (MATH 0223) 3 hrs. lect./disc. **DED** (F. Swenton)

MATH 0325 Complex Analysis (Spring)
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (formerly MA 431). (MATH 0223 or by waiver) 3 hrs. lect./disc **DED** (D. Dorman)

MATH 0330 Approaches to Geometry (Not offered 2003-04)
Euclid and axiomatics. The parallel Postulate and non-euclidean geometries. Desargues's Theorem and projective geometry. Convex bodies in the plane. Affine geometry in n dimensions. Arrangements of lines. Finite geometry and coordinatization of planes. The Erlangen Program. (MATH 0200) **DED**

MATH 0341 Topics in Number Theory (Not offered 2003-04)
Drawing on the tools gained in MATH 0241 this course will begin the study of advanced topics in number theory. Topics may include, but won't be limited to, the study of algebraic numbers and number fields, quadratic and cyclotomic extensions of the rational numbers, primary decomposition in number fields, the prime number theorem, Dirichlet's theorem

on primes in arithmetic progressions, binary quadratic forms and Gauss's class number problem, p-adic analysis, and the Hasse-Minkowski principle. (formerly MA 322) (MATH 0241 or by waiver) **DED**

MATH 0345 Combinatorics (Not offered 2003-04)
Special topics in combinatorics including Latin squares, theory of partitions, Kirkman's triple system, permutations and derangements, binomial coefficients, and design theory. (MATH 0200 or by waiver) 3 hrs. lect./disc. **DED**

MATH 0351 Set Theory (Fall)
This course will begin with a review of the basic facts of union, intersection and complementation of sets. We will also study functions, equivalence relations, and orderings in the context of set theory. The main effort will be the study of ordinal numbers, cardinal numbers, the axiom of choice and transfinite induction. (formerly MA 227). (MATH 0223 or 0241 or 0302) 3 hrs. lect./disc. **DED** (C. Gomez)

MATH 0402 Topics in Algebra (Fall)
A further study of topics from MATH 0302. These may include field theory, algebraic extension fields, Galois theory, solvability of polynomial equations by radicals, finite fields, elementary algebraic number theory, solution of the classic geometric construction problems, or the classical groups. (MATH 0302 or by waiver) 3 hrs. lecture/discussion. **DED** (P. Bremser)

MATH 0410 Stochastic Processes (Not offered 2003-04)
Stochastic processes are mathematical models for random phenomena evolving in time or space. This course will introduce important examples of such models, including random walk, branching processes, the Poisson process and Brownian motion. The theory of Markov chains in discrete and continuous time will be developed as a unifying theme. Depending on time available and interests of the class, applications will be selected from the following areas: queuing systems, mathematical finance (Black-Scholes options pricing), probabilistic algorithms, and Monte Carlo simulation. (formerly MA 312). (MATH 0310) **DED**

MATH 0423 Topics in Analysis (Not offered 2003-04)
In this course we will study advanced topics in real analysis, starting from the fundamentals established in MA401. Topics may include: basic measure theory; Lebesgue measure on Euclidean space; the Lebesgue integral; total variation and absolute continuity; basic functional analysis; fractal measures. (MATH 0323 or by waiver) 3 hrs. lecture/discussion. **DED**

MATH 0432 Elementary Topology (CW 15) (Spring)
An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan curve theorem. (formerly MA 411). (MATH 0223 or by waiver) 3 hrs. lect./disc. **DED**

MATH 0451 Mathematical Logic (Not offered 2003-04)
This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compactness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental work of Kurt Gödel. (formerly MA 308). (MATH 0302 or by waiver) **DED**

MATH 0480 Research Experience in Mathematics (CW) (Not offered 2003-04)
The object of this course is active participation in mathematical investigation and exposition. Students work collaboratively on current research questions provided by the instructor. The course includes a review of relevant literature and research methods. Students are required to present their findings both in writing (consistent with the standards of the discipline) and in public presentations. (formerly MA 400). (MATH 0302 or MATH 0323 or waiver) **DED**

MATH 0500 Advanced Study (Fall, Winter, Spring)
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly suited for those who enter with advanced standing. (Approval required) 3 hrs. lect./disc. **DED** (staff)

MATH 0704 Senior Seminar (Fall, Spring)
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. 3 hrs. lect./disc. **DED** (fall: W. Peterson; spring: M. Olinick)

MOLECULAR BIOLOGY & BIOCHEMISTRY

Professors: Stephen Sontum (chemistry and biochemistry), Christopher Watters (biology) (on leave academic year), *Associate Professors:* Robert Cluss (program director, chemistry and biochemistry), Grace Spatafora (biology); *Visiting Assistant Professor:* Joshua Kavaler (biology),

The Molecular Biology and Biochemistry (MBBC) program is a community of students and faculty with common interests in the disciplines of biochemistry, of cellular, developmental and molecular biology, and of evolution and genetics. The mission of the MBBC Program is to integrate these disciplines in the tradition of the liberal arts through (1) the exploration of fundamental concepts and their relationships with other biological and chemical disciplines; (2) the practical use of experimental tools and methods to investigate the structure, function, regulation and evolution of genes and their phenotypes; and (3) the consideration of the historical development of these concepts and phenomena and their relevance to society. The program also encourages in its members the development of critical and independent thought as well as effective oral and written communication

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in chemistry, mathematics, or physics on the basis of AP credit or proficiency exams. Those who bypass CHEM 0103 may begin with CHEM 0104 (fall or spring) or CHEM 0107 (fall only).

***There is no minor in molecular biology and biochemistry*.**

Program Honors: Majors are encouraged to undertake independent research with an MBBC faculty mentor. Research towards senior honors may be initiated in BIOL 0500 or CHEM 0400 by any junior with a minimum GPA of 3.0 in the major and the consent of a mentor. Students who are completing senior honors research should enroll in MBBC 0700 or CHEM 0700. Any major not meeting the minimum GPA standard is still eligible to perform an independent study research project (BIOL 0500, CHEM 0500). Please note, however, that registration in BIOL 0500, CHEM 0400 and CHEM 0500 requires a waiver from the faculty research mentor.

Students considering senior research are urged to begin conversations with faculty early in their junior year (certainly by winter term) because many thesis projects begin during the summer preceding the senior year. Those eligible for high honors or honors in molecular biology and biochemistry will (1) complete at least two semesters of research, which may include winter term, (2) graduate with a minimum GPA of 3.0 in the major, (3) present a public seminar describing the significance, methodology, results, and conclusions of their research, (4) successfully defend their thesis before a committee of three faculty, two of whom must be affiliated with the MBBC program and (5) earn a grade of at least B+ for the final semester of work with the grade based on their research performance, their written thesis, and their thesis presentation and thesis defense.

MBBC 0700: Senior Honors Thesis (Winter, Spring)
Students conducting independent research in Molecular Biology and Biochemistry are encouraged to register for MBBC 0700 while completing research projects initiated in BIOL 0500 or CHEM 0400. Students will organize and lead regular discussions of their research and research methods, and attend weekly meetings with their designated laboratory group to foster understanding of their special area. (CHEM 0400 or BIOL 0500) (staff)

Suggested Schedule

First year fall
CHEM 0103 Fundamentals of Chemistry I **
if CHEM 0103 satisfied, then either
CHEM 0104 Fundamentals of Chemistry II *or*
CHEM 0107 Advanced First-Year Fundamental Chemistry
MATH 0121 Calculus I
BIOL 0195 Genetics and Evolution (*or spring semester*)

First year spring
CHEM 0104 Fundamentals of Chemistry II (*if not already taken*)
MATH 0122 Calculus II

Sophomore year fall
CHEM 0241 Organic Chemistry I
BIOL 0250 Organelles and Cells (*or spring semester*)

Sophomore year spring
CHEM 0242 Organic Chemistry II

Junior year fall
CHEM 0322 Biochemistry of Macromolecules
or
BIOL 0310 Microbiology (*Both CHEM 0322 and BIOL 0310 are required for the major.*)
PHYS 0109 Newtonian Physics
BIOL 0360 Practical Cell Biology
(*Either BIOL 0360 or CHEM 0353 below is required for the major.*)

Junior year spring
BIOL 0314 Molecular Genetics
PHYS 0110 Electricity and Magnetism
CHEM 353 Physical Biochemistry
(*Either CHEM 0353 or BIOL 0360 above is*

required for the major.)

Senior year fall

CHEM 0322 Biochemistry of Macromolecules (*if not already taken*)

BIOL 0310 Microbiology (*if not already taken*)

Senior thesis research and/or electives

***Possible electives include*:**

BIOL 0500 Independent Studies in Biology *or* CHEM 0400 *or* CHEM 0500 Independent Study in Chemistry and Biochemistry

BIOL 0225 Human Genetics

BIOL 0305 Developmental Biology

BIOL 0330 Mechanisms of Microbial Pathogenesis

BIOL 0340 Immunology

BIOL 0360 Practical Cell Biology

BIOL 0430 Microbes and Malignancy

BIOL 0440 Membranes in Health and Disease

CHEM 0353 Physical Chemistry for the Life Sciences

CHEM 0425 Biochemistry of Metabolism

CHEM 0430 Current Topics in Biochemistry

CHEM 0441 Organic Mechanisms of Enzyme Catalysis

MBBC 0700 Senior Honors Thesis *or* CHEM 0700: Senior Honors Thesis

Winter term courses in selected topics (e.g., Streptococcal Genetics, Key Issues in Genetic Engineering, Molecular Endocrinology, Bioinformatics)

MUSIC

Associate Professors: Su Lian Tan (on leave 2003-04), Greg Vitercik (chair); *Assistant Professor:* Jennifer Post; *Visiting Assistant Professor.* Stacy Moore; *Instructor:* Evan Bennett; *Twilight Artist-in-Residence*: François Clemmons.

The Department of Music offers a wide variety of courses in the history, theory, and sociology of music, and in specific areas including composition, performance, history, and ethnomusicology. Some courses assume the ability to read music notation; see the course listings below.

***Required for the Major*:** Majors are required to take MUSC 0209-0210, MUSC 0220-0221, and MUSC 0301-0302; a performance elective such as MUSC 0240, MUSC 0297, or MUSC 0500; two 0200-level or above elective courses; one elective course in ethnomusicology, chosen in consultation with the adviser; and one or two units of senior work. In addition to the curricular requirements, majors are required to participate for three semesters in at least one departmental ensemble: College choir, chamber choir, orchestra, or another approved ensemble.

Required for the Joint Major: A minimum of eight courses at the 0200 level or above, including at least one unit of senior work in music. In addition to the curricular requirements, majors must participate for three semesters in at least one departmental ensemble: College choir, chamber choir, orchestra, or another approved ensemble.

Required for the Minor: Students who do the voluntary minor in music are required to complete five courses, two of which may be general introductory courses (0100 level). The three other courses would all be at an upper level (0200-0400 level); all three may be in a specific area of specialization, or two may be in a specific area with the third in another area. Students may also do an independent project (MUSC 0500), which counts as one course toward the voluntary minor.

Senior Work: Music majors and joint majors will propose a senior project by April 1 of their junior year. Projects that have been approved by the department will be undertaken as the student's senior work (MUSC 0704); general guidelines for senior work are available from the department coordinator.

Departmental honors in music reflect a student's overall achievement in and contribution to the department. To be eligible for consideration for honors, a grade average of at least B+ in all music courses is required. Honors are awarded primarily on the basis of excellence in senior work: B+ in senior work and B+ in departmental courses will be eligible for honors; A- in senior work and A- in departmental courses will be eligible for high honors; A in senior work and A in departmental courses will be eligible for highest honors.

APPLIED MUSIC

Private instruction in musical instruments and voice is available through the department. Registration for these lessons takes place the first week of each term in the main lobby of the Center for the Arts. Contact the department at extension 5221 for further information. Contracts must be signed after the first lesson and are binding. The fee of $295 is to be paid to the cashier's office upon receipt of a bill at the midpoint of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester (four during winter term [$118.00]). Members of the College orchestra and chamber choir are entitled to half-price lessons or private instruction, the applied fee is waived for students who are music majors, music joint majors, or are enrolled in performance-related MUSC 0500, MUSC 0600, or MUSC 0704 projects. Academic credit is not given for applied lessons.

Private instruction: *piano*: D. Fanning, C. Huard N. Paden, D. Robson; *harpsichord:* C. Huard; *jazz piano and jazz voice*: R. Forman; *cello*: D. Davydov; *violin:* V. Armenian, K. Winterstein; *viola*: V. Armenian;

flute: A. Janson; *horn:* A. Parshley; *oboe:* E. Bennett, *trombone:* P. Bouchard; *classical guitar:* T. Geoghegan; *acoustic and electric guitar:* P. Asbell, T. Howes, *voice:* C. Christensen, W. Hoffman Farrell, B. Thompson Kaiser, D. Marcy; *conducting:* E. Bennett; *carillon:* G. Matthew; *organ:* E. Fanning.

The department will assist the student in securing instrumental instruction not provided by the staff. In some cases, however, it may not be possible to find a qualified instructor.

ENSEMBLES

Middlebury College Orchestra: The orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. Subsidized instrumental lessons with applied faculty members are available; see "Applied Music" above. See course listing for MUSC 0205. (E. Bennett)

Chamber Singers: The Chamber Singers perform at concerts on and off campus. Audition required, open to all students without prerequisite. Subsidized voice lessons with applied faculty members are available; see "Applied Music" above. See course listing for MUSC 0205. (staff)

College Choir: Open to all — those who read music and those who do not. No audition required. Choir performs at many campus and off-campus events. See course listing for MUSC 0205. (Staff)

Other Chamber Ensembles: String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MUSC 0500 and MUSC 0600) can be arranged for these groups.

MUSC 0101 Introduction to Western Music (Fall)

This course is designed to introduce students to the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course. The relationship of music to society, historical context, and the other arts will also be examined. Music reading skills are not required. **ART EUR** (S. Moore)

MUSC 0105 Introduction to Music in World Cultures (Fall)

This course is designed as an introduction to musical style and practice in selected world cultures. Using ethnographic sources in written, audio, and video form, workshops, concerts and fieldwork, we will explore the diverse roles that music plays in the lives of musicians and their supporting communities. We will explore both traditional and popular musics in the lives of peoples in Africa, Asia, Oceania, Latin America, and the United States considering some of the theoretical systems, musical instruments, and aesthetic and social values that today impact musical performance in community traditions. No musical background is expected. 2 hrs. lect./1 hr. disc. **ART SOC OTH CMP** (J. Post)

MUSC 0109 Fundamentals of Music Theory (Spring)

This course is an introduction to the basic elements and theoretical concepts of Western music. We will focus on such topics as the physics of sound, musical notation, rhythm, melody, texture, harmony, and form. Practical applications of these ideas will be explored through sight-singing and ear-training exercises. No prior musical experience is required. (Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.) 2 hrs. lect./1 hr. lab. ART (Staff)

ARDV 0116 The Creative Process (Fall, Spring)

For course description please see "Divisional Courses" in the Theatre and Dance section of this catalog.

MUSC 0125 Music in the United States (Not offered 2003-04)

This course is an introduction to the diverse musical traditions found in rural and urban North America. We will study the musics of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans, tracing the development of each musical tradition from its historical roots to explore its influence today on contemporary American music. We will discuss issues of ethnicity, community, regionalism, style, genre and revival, as we examine each group's unique musical contributions. Among the musical styles we will study are ballads, gospel, blues, klezmer, polka, cajun, zydeco, tejano, and salsa. No previous musical experience is expected. 3 hrs. lect./disc **ART SOC USA NOR**

MUSC 0130 Introductory Topics in Music History: The American Musical Theater (Fall)

In this course we will take an in-depth look at musical comedy, from its beginnings in 19th-century entertainments to the present day. The study of its development includes such topics as burlesque, revues, the great composers, and lyricists of the twenties and thirties, and the "book shows" developed by Rogers and Hammerstein in the 1940s, and on to the present day. We will examine how the forms and themes of this distinctively American genre have evolved and how these have related to the changes in the world it both reflects and entertains. There will be regular screenings and in-class performance-demonstrations. No previous musical experience is required or expected. 2 hrs. lect./1 hr. disc. **ART** (G. Vitercik)

MUSC 0130 Introductory Topics in Music History: Haydn, Mozart, Beethoven (Spring)
In this course we will explore the lives and works of the three composers who for more than two centuries have been acknowledged as the classical masters of the western musical tradition. Their works still define our standards of "classical" music and their lives have helped shape our notion of the artist's role in contemporary society. Through extensive listening across the whole range of their output—symphonies, chamber music, concertos, and operas—we will try to understand their relation to their own times and to ours. No prior musical experience is expected or required. 2 hrs. lect./1 hr. disc. **ART** (G. Vitercik)

MUSC 0205 Performance Lab (Fall, Spring)
Credit can be conferred for performance in faculty-supervised ensembles Middlebury College Orchestra, Middlebury College Chamber Singers, and Middlebury College Choir (see "Ensembles" above), one unit of such credit to accrue over two semesters (spring and fall only). The appropriate supervising faculty will give grades, based on attendance and quality of performance. A student should register for MUSC 0205 at the beginning of each term by adding it as a fifth course. MUSC 0205 may not be taken more than once. **ART** (E. Bennett, J. Rehbach)

MUSC 0209 Music I (Fall)
Music I focuses on the materials and grammar of music through compositional exercises. As part of these explorations, we will examine the elements of harmony (scales, triads and seventh chords), notation, rhythm, polyrhythm, binary and ternary forms, two-voice counterpoint, variation, transposition, as well as skills in conducting, analysis, ear-training, and sight-singing. Students will write short pieces for a variety of instruments and ensembles, notate their pieces, and rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MUSC 0109 or must pass a placement exam in fundamentals of music theory administered during the first class).) 3 hrs. lect./1 hr. lab. **ART** (E. Bennett, Staff)

MUSC 0210 Music II (Spring)
This course is a continuation of MUSC 0209. While using the same format, including composing and labs, as in MUSC 0209, the course covers elements of modality (western and non-western), functional harmony, heterophony, fugal processes, strophic forms, melodic analysis, serial processes, and extensions of tonality and atonality. (MUSC 0209) 3 hrs. lect./1 hr. lab. **ART** (E. Bennett)

MUSC 0220 Music History I (Fall)
A survey of Western art music from the earliest notated Medieval music through the Renaissance and early Baroque. Beginning with Gregorian chant and troubadour song, we will explore the music of the Middle Ages, Renaissance vocal polyphony, and the development of opera and instrumental music in the 17th century. Analysis of the music is supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (MUSC 0209 or 0210 [may be taken concurrently], or permission of instructor.) 3 hrs. lect. **ART EUR** (G. Vitercik)

MUSC 0221 Music History II (Spring)
A survey of the principle genres and forms of Western art music from the 18th-century High Baroque style of Vivaldi, Bach, and Handel, through the classical period of Haydn, Mozart, and Beethoven, to the flowering of Romanticism and the emergence of modernism at the end of the 19th century. The approach of the course is historical, analytical, and cultural; we will try to understand the music both as music and as it reflects its times and the concerns of composers and their audience. (MUSC 0209 or 0210 [may be taken concurrently], or permission of instructor. MUSC 0220 is not a prerequisite.) 3 hrs. lect. **ART EUR** (S. Moore)

MUSC 0222 Music History III (Not offered 2003-04)
This course surveys Western music from the post-Beethoven romantic generation to the present day. Analytical examination of genres, forms, and compositional methods will be carried out within the cultural, philosophical, and political contexts that have so powerfully shaped our modern world. (Prerequisite MU 209 or 210; may be taken concurrently, or by approval of instructor. MU 220 and 221 are not prerequisites.) 3 hrs. lect. **ART** (G. Vitercik)

MUSC 0238 Music and Performance in Africa (Fall)
This course will introduce students to the diverse musical traditions of sub-Saharan Africa. Using recent literature in ethnomusicology, we will study examples of musical performance in specific cultural groups, including the Zulu, Shona, Venda, BaAka, Mande, and Yoruba. We will explore the diversity in performance practice, style and aesthetics, and examine issues that affect rural and urban residents today, such as the role and status of musicians in society, and the impact of nationalism on local music. Sources for information will include ethnographic literature, audio and video recordings, visiting performers, and performance workshops. 3 hrs. lect./disc; 2 hrs. film screen. **ART SOC OTH AAL** (J. Post)

MUSC 0240 Vocal Performance – Song (Spring)
This course will focus on the literature, interpretation, and performance of song. We will explore the history of the genre, study the poetic texts, and survey the output of European and American composers from the 18th century to the present. We will also prepare pieces for performance, both in regular master classes and in preparation for a final recital. Experience in vocal performance and good reading skills are assumed, past voice lessons preferred, and concurrent voice lessons required (Lessons are free for class members). 3 hrs. lect. **ART** (G. Vitercik)

MUSC/HIST 0257 Topics in European Culture and History (Not offered 2003-04)
See Department of History listings for description. **ART HIS EUR**

MUSC/WAGS 0280 Music, Gender and Performance (Not offered 2003-04)
In this course we will explore current issues in the study of music and gender, especially those related to identity, difference, sexuality, and power. We will focus on performance practice in popular musical genres of Europe and North America including rock, hip hop and the blues, and non-Western traditional and popular genres including Caribbean salsa, West African Afropop, Algerian rai, European lament, and North Indian khyal. We will use written, aural, and visual data drawn from ethnomusicology, anthropology, and musicology to discuss how musical performance reflects or affects relationships between women and men and how each society's gender ideology affects its musical practices. 3 hrs. lect./disc; 2 hrs. film screen. **ART SOC OTH CMP**

MUSC 0282 Songs and Social Movements (Spring)
For centuries songs have played a critical role in the political life of social groups. Through musical performance, many organizations build strength and cohesion and also effect change. In this course we will investigate the role that songs play in social movements in selected cultures throughout the world. We will examine historical and contemporary communities where songs have been actively used to develop and maintain a sense of identity and cohesion, for resistance and mobilization. Areas of inquiry include songs of the civil rights and the folk revival movements in the United States, nationalism and song in China, protest songs of South Africa, West African popular song and social change, political songs of Latin America and the Caribbean, national identity and song in Europe, politics and ritual in Australian aboriginal song. Sources will include primary documents in printed, audio and video format, and secondary literature drawn from ethnomusicology, anthropology and sociology. 3 hrs. lect./disc. **SOC ART OTH CMP** (J. Post)

MUSC 0301 Tonal Theory I (Fall)
This course explores elements of music encountered in works from the Renaissance to Classical era, including harmony and species counterpoint, chorale harmonization, voice-leading, arpeggiation, inversions, fugue, sonata form, modulation, and fundamental concepts of Schenkerian analysis. We will investigate these elements through exercises, composition, analysis, and ear-training and sight-singing labs, examine their relationship to music history, and discuss how to apply this knowledge to performance. (MUSC 0209 and 0210, or approval of instructor) 3 hrs. lect./disc. (E. Bennett)

MUSC 0302 Tonal Theory II (Spring)
This course is a continuation of MUSC 0301. The course will use in-depth analysis of works from the Classical to modern eras and advanced ear-training exercises to explore musical elements such as categories of modulation, chromatic harmony, Neapolitan functions, borrowed chords, modal mixture, modal and extended tonality, as well as set and serial theory, post-tonal theory, and issues of form. (MU0301) 3 hrs. lect./disc. (E. Bennett)

MUSC 0309 and 0310 Advanced Composition (MUSC 0309: Fall; MUSC 0310: Spring)
These courses will focus on writing for string quartet, brass quintet, a cappella singing, piano, or performance art and involve issues of technique, style, and practical considerations, as well as study of selected elements of the literature. The courses will culminate with a reading of student works by a professional ensemble or solo performer. (MUSC 0209 and 0210 or approval of instructor) 3 hrs. lect./disc. (Staff)

MUSC 0320 Vocal Music of the Late Baroque (Spring)
In this course we will explore operas, cantatas, and oratorios from the early 18th century by such composers as Bach, Handel, Rameau, and Vivaldi. We will consider them both as free-standing art works and as products of their cultural environment, examining the musical, theatrical, liturgical, and social conventions that shaped them. We will focus especially on the relationship between artworks and power, whether political, commercial, or religious. (Pre-requisites: MUSC 0209, MUSC 0210, MUSC 0220, and MUSC 0221) 3 hrs. lect./disc. **ART EUR** (Ms. Moore)

MUSC 0325 Seminar: Music and the Natural Environment (Spring)
Drawing primarily on literature from the field of ethnomusicology, we will explore the role of the natural environment in human music making. People in rural regions often draw directly from the natural world for their musical ideas. The Kaluli in Papua New Guinea, for example, imagine bird song and

human song to be inextricably intertwined. The Tuvans of Central Asia use the sounds of water, insects, and animals as a foundation for their music making. In the urban sphere, sonic ecologists in Europe and North America have devised means for expressing a connection to the natural world using recorded sounds that they present in soundscape performances. We will discuss and experience the way social groups present an understanding of their physical environment in the songs and instrumental music used in daily performance, religious ritual, agricultural festivals, and public concerts. 3 hrs. lect./disc. **ART OTH SOC CMP** (J. Post) (formerly MU295)

MUSC 0410 Seminar in Composition (Not offered 2003-04)
We will discuss a variety of issues arising from major works of the music literature, and related compositional, analytical, and aesthetic commentaries. The works will be chosen and discussed with an eye towards providing a context for your own music making, particularly senior work in progress. Senior work itself will be an additional focus of the class, with an opportunity for class and individual feedback during several stages of your work, and exploration of issues that arise from it. Significant portions of the class will be devoted to musical analysis, critical discussion of texts concerning composition and composers, aesthetics, contemporary music in general, and the place of these subjects in the music industry. This course is required for music majors planning to do composing for their senior work. *(Open to majors only)* 3 hr. sem.

MUSC 0500 Independent Study (Fall, Winter, Spring)
Admission by approval; consult published departmental guidelines.

MUSC 0600 Independent Study (Winter)
Admission by approval; consult published departmental guidelines.

MUSC 0704 Senior Work (Fall, Winter, Spring)
Senior work is required of all music majors and joint majors. Projects may be in history, composition, theory, or performance, and should culminate in a written presentation, a public performance, or a combination of the two. *Preliminary proposals for senior work must be made by April 1 of the junior year.* Admission by approval; consult published departmental guidelines.

PROGRAM IN NEUROSCIENCE

Primary Faculty

Professors: Bob Osborne (Psychology), Tom Root (Program Director, Biology); *Assistant Professors:* Marcia Collaer (Psychology), Elizabeth Ennen (Philosophy), David Parfitt (Biology) (on leave academic year); *Visiting Assistant Professor:* Joshua Kavaler; *Research Scholar:* Dana Helmreich (Biology and Psychology)

Resource Faculty

Professor: Christopher Watters (Biology) (on leave academic year); *Associate Professor:* Amy Briggs (Mathematics and Computer Science); *Assistant Professors:* Jason Arndt (Psychology), Timothy Huang (Mathematics and Computer Science), Daniel Scharstein (Mathematics and Computer Science), William Waldron (Religion)

Neuroscience is a field that explores the nervous system, examines varied concepts of the human mind, multiple functions of the brain, the behavior of animals, the variety of nervous systems, the operation of nerve cells, and the role that physical and chemical processes play in all these. The study of the nervous system in animals and humans is a scientific inquiry that necessarily requires a multi-disciplinary approach. As a result, it requires a background in biology, chemistry, and psychology, an appreciation of animal and human behavior and physiology, and upper-level study in a number of more focused areas. Possibilities include: cellular/developmental biology, behavior and the mind, or learning and neural regulation. Combining study in natural science (biology, chemistry, and math), social science (psychology) and humanities (philosophy), the neuroscience major gives students a solid science background, an understanding of diverse approaches to the nervous system and brain, and opportunities to explore specific areas of neuroscience via electives and senior study.

Required for the major

There are 14 courses required of the major, including *required background courses, upper-level courses* and *senior study.* Required background courses in biology, psychology, chemistry and math, establish a foundation in science necessary for upper-level study. Upper-level core courses in biology, psychology, and philosophy teach students to approach neuroscience broadly from intellectually different directions. Elective upper-level courses offer opportunities to explore a wide variety of specific topics. *Senior study* requires all majors to integrate their specific training through research or seminars.

Required Background Courses

BIOL 0195 Genetics and Evolution
BIOL 0216 Animal Behavior
BIOL 0250 Cells and Organelles
PSYC 0105 Introduction to Psychology
PSYC 0201 Psychological Statistics or BIOL 0211 Experimental Design and Analysis
MATH 0121 Calculus 1
CHEM 0103 Fundamentals of Chemistry 1

Note: there are several *optional* cognates desirable for those considering post-baccalaureate study. For example, those interested in the health professions or graduate study in neuroscience may need to take some or all of the following courses. Students should consult with their adviser for assistance.

CHEM 0104 Fundamentals of Chemistry 2
MATH 0122 Calculus 2
CHEM 0241 Organic Chemistry 1
CHEM 0242 Organic Chemistry 2
CHEM 0322 Biochemistry of Macromolecules
PHYS 0109 Mechanics
PHYS 0110 Electricity and Magnetism

Upper-Level Core Courses

BIOL 0370 Animal Physiology
PSYC 0301 Physiological Psychology
PHIL 0361 Philosophy and Neuroscience or PHIL 0352 Philosophy of the Mind

Three electives to be chosen from (BIOL 0225; BIOL 0305; BIOL 0340; BIOL 0350; BIOL 0360; PHIL 0361 or PHIL 0352;

PSYC 0302 (previously PSYC 0207); PSYC 0303; PSYC 0305; PSYC 0309).

Senior Study

A senior seminar from BIOL 0440; BIOL 0470; BIOL 0480; CHEM 0430, PSYC 0417; PSYC 0418, PSYC 0430, or a PHIL 0400-level senior seminar, if approved in advance *OR* Senior research (NSCI 0500). During winter term and as course offerings change there may be other seminars in BIOL, PHIL or PSYC that are available for NSCI seminar credit.

Note: If students elect to pursue senior research (NSCI 0500) for their senior study, then a 0400-level senior seminar may fulfill one of the three required upper-level electives.

Students may be exempt from some introductory courses through placement or bypass exams. For more information on placing out of a specific course, contact the chairperson of the relevant department. Seniors can do research with any faculty in the program, and some faculty in other departments who will act as resources.

Study Abroad

Study abroad can be a valuable experience that is encouraged, though majors must consult with the Off-Campus Study Office and their advisor about specific programs before they are approved for major credit. Because the requirements for the NSCI major are complex, we recommend that students study abroad for a single term rather than an entire year. It is expected that the courses listed for the major specifically by number (i.e. BIOL 0195, BIOL 0216, BIOL 0250, PSYC 0105, PSYC 0201 or BIOL 0211, BIOL 0370, PSYC 0301, PHIL 0361 or 0352) would generally be completed at Middlebury. However, NSCI electives may be taken abroad if they are determined to satisfy program requirements and are approved by the advisor. The NSCI program does not grant major credit for Independent Study projects completed abroad.

Program Honors

Majors are encouraged to undertake independent research (NSCI 0500) with any faculty member in the program (primary or resource). Students seeking High Honors in Neuroscience, which are the only honors granted by the NSCI program, must complete at least two terms of NSCI 0500 which may be initiated by any junior with a minimum GPA of 3.3 in the major and the consent of a mentor. Students considering any senior research should begin conversations with faculty early in their junior year. Those eligible for high honors in neuroscience must (1) complete at least two semesters of independent research (NSCI 0500), (2) graduate with a minimum GPA of 3.3 in the major, (3) present a public seminar describing the background, methodology, results, and greater significance of their research, and (4) successfully defend their thesis before a committee comprised of three faculty members who represent at least two different neuroscience departments.

NSCI 0500 Independent Study in Neuroscience (Fall, Winter, Spring)

Individual projects involve laboratory or extensive library study on a topic chosen by the student and a faculty adviser. Prior to registering for NSCI 0500, a student must have discussed and agreed upon a project topic with a member of the primary or resource neuroscience faculty who has agreed to supervise the project. 3 hrs. disc. (staff)

PHILOSOPHY

Professors: Stanley Bates (Chair) on leave Winter/Spring; *Assistant Professors:* Elizabeth Ennen, Heidi Grasswick, Martha Woodruff; *Visiting Assistant Professor.* John Spackman, Rene Jagnow; *Emeriti Professors*: Hiroshi Miyaji, Victor Nuovo

The Department of Philosophy seeks to foster in its students a critical awareness of the fundamental issues and principles at stake in the study of humanity and the universe, and to equip them with the necessary analytic and creative skills to identify and critique different kinds of philosophical arguments and positions in a wide variety of contexts. The acquisition of such skills makes philosophy majors attractive to a wide variety of prospective employers, as well as providing a sound preparation for law school or graduate school.

The department also permits and encourages students to pursue joint and double majors.

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which, whether at the 0100 or 0200 level, are open to students of all classes. Other courses at the 0200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 0200-level courses do not generally have prerequisites, students who have done work in pertinent, related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 0300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 0200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PHIL 0180 is required, and either PHIL 0150 or PHIL 0151 is highly recommended. These introductory courses should be taken early in the program whenever possible. In addition, majors must satisfy a departmental distribution requirement by electing one course in each of the following four areas: (1) ethics and social and political philosophy; (2) ancient and medieval philosophy; (3) history of modern philosophy; and (4) epistemology, language, metaphysics, and science. Cognate courses may be substituted for no more than two departmental courses, but will not satisfy the departmental distribution requirement; such substitutions require the prior approval of a major's departmental adviser, and must be at the 0200 level or above.

Required for the Minor: A total of six courses in philosophy, including PHIL 0180 and one 0400-level seminar, are required. The seminar will normally be taken during the final three semesters of a student's undergraduate career (excluding winter term), and only after the student has completed three other philosophy courses. Students electing the philosophy minor should arrange to have an adviser in the philosophy department.

Seminar Requirement: Majors must take two department seminars (0400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors. These seminars will not normally satisfy the departmental distribution requirement, but may in exceptional cases by permission of the chair.

Departmental Honors: Majors with at least a B+ average in philosophy courses may apply to become candidates for departmental honors. To apply, a student must find a faculty member willing to supervise the project and then submit a proposal to the Chair in writing. If (and only if) the proposal is accepted, the student should then register for two successive terms of PHIL 0700 (normally during the winter and spring terms of their senior year). To receive honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, give an oral defense (according to departmental regulations), and receive for their work a minimum grade of B+. In addition, they must maintain their B+ average in courses in the department.

Joint Major: For the philosophy component of a joint major, students must (1) take eight philosophy courses, including (a) PHIL 0180 (b) one 0400-level seminar and (c) at least one course in each of three of the four areas of the departmental distribution requirement. Either PHIL 0150 or PHIL 0151 is also highly recommended, and, like PHIL 0180, should be taken early in the program whenever possible. In addition, students must (2) give evidence of having used the training in both major fields, usually in an independent project or thesis, but sometimes in a seminar paper.

INTRODUCTORY COURSES

PHIL 0150 Introduction to the Philosophical Tradition (Fall, Spring)

This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Students should register for a discussion session. 3 hrs.lect, 1 hr.disc. **PHL EUR** (S. Bates, M. Woodruff)

PHIL 0151 Introduction to Analytic Philosophy (Not offered 2003-04)

What is a person? Are you the same person you were last year? Must you have both a mind and a body to be a person? Could an android be a person? What role should the concept of personhood play in the abortion debate? How are our conceptions of personhood shaped by our cultural and political backgrounds? In this course, you will develop your analytic skills while exploring the philosophical issue of personhood. You will learn how to extract arguments from texts, critically evaluate arguments, and construct arguments of your own. Readings will be drawn from contemporary journal articles. **PHL**

PHIL/CLAS 0175 Greek Philosophy (Fall) (CW 10)

See Department of Classics listings for description. (area 2) **LIT PHL EUR**

PHIL 0180 Introduction to Modern Logic (Fall, Spring)

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic and study both natural deduction and truth-functional derivation systems for these languages, as well as learning techniques for analyzing and evaluating natural arguments. Mastery of these methods and techniques will enable students to evaluate the validity of a wide range of arguments. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count towards the PHL distribution requirement. 3 hrs. lect. **DED** (R. Jagnow, H. Grasswick)

The following courses are suitable as first courses in philosophy: CLAS/PHIL 0175, PHIL 0201, PHIL 0205, PHIL 0206, PHIL 0212, PHIL 0214, PHIL 0216, PHIL 0223, PHIL/RELI 0232.

PHIL 0201 Ancient Greek Philosophy (Spring)
This class introduces students to the range and power of Greek thought, which initiated the Western philosophical tradition. We will begin by exploring the origins of philosophy as found in myth (primarily Hesiod) and in the highly original speculation of the Pre-Socratic thinkers (such as Heraclitus and Parmenides). We will then focus on Socrates, Plato, and Aristotle, examining their transformations of these earlier traditions and their own divergent approaches to ethics and education. We will also consider the influences of Greek philosophy on later thought. **PHL HIS EUR** (M. Woodruff)

PHIL 0205 Human Nature and Ethics (Not offered 2003-04)
An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for people to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant, and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or understated conceptions of human nature contained in the theories. (area 1) **PHL EUR**

PHIL 0206 A & B Contemporary Moral Issues (Fall, Spring)
We will examine a selection of pressing moral problems of our day, seeking to understand the substance of the issues and learning how moral arguments work. We will focus on developing our analytical skills, which we can then use to present and criticize arguments on difficult moral issues. Selected topics may include world poverty, animal rights, abortion, euthanasia, human rights, just and unjust wars, capital punishment, and racial and gender issues. You will be encouraged to question your own beliefs on these issues, and in the process to explore the limit and extent to which ethical theory can play a role in everyday ethical decision making. (area 1) 3 hrs.lect. **PHL** (E. Ennen)

PHIL 0209 Philosophy of Law (Not offered 2003-04)
In this course, we shall consider a number of questions concerning law and its institution in human society. What is the origin and authority of law? What is legal obligation? What is the connection between law and coercion, between law and morality, and law and rights? Are laws merely conventions or is there a law of nature? What is the role of law in judicial decisions and the effect of these on the law? We shall also consider and evaluate various theories of law: natural law theories, utilitarian theories, analytical philosophy of law, critical legal studies, feminist theories. **PHL**

PHIL 0210 Contemporary Ethical Theory (Not offered 2003-04)
In this course, we shall explore some of the major texts on moral philosophy of the past 20 years. We shall begin with John Rawls's *A Theory of Justice,* which attempts to develop a substantive theory of justice, considering both his substantive theory and the methodology of the book. We shall then study a series of works that consider whether substantive moral theory is possible, including Bernard Wiliams's *Ethics and the Limit of Philosophy* and Alasdair MacIntyre's *After Virtue.* (No prerequisites, but PHIL 0150, PSYC 0102, or PHIL 0205 would provide useful background.) **PHL**

PHIL 0212 History and Philosophy of Science (Fall)
This course will introduce students to some of the most important issues in the history and philosophy of western science. It will focus on the development of the physical sciences in two periods that significantly changed the ways in which philosophers and scientists conceptualized and investigated the natural world: Greek Antiquity and the time of the so-called "scientific revolution." Philosophers like Plato, Aristotle, and Descartes and scientists like Euclid, Archimedes, and Newton will be discussed on questions such as: what is a natural science? What is nature? What is the proper scientific method? We will also investigate the relationship between the metaphysical, epistemological, and cosmological views of these authors and their specific contributions to the physical sciences. 3 hrs. lect. PHL **HIS EUR** (R. Jagnow)

PHIL 0214 Science and Society (Spring)
Scientific theories are not developed in a vacuum. Social circumstances influence the practice of science, and science, in turn, influences how we organize our-

selves as a society. This course will investigate both directions of the relationship between science and society. We will ask such questions as: how do the values of society drive scientific research? What do we mean when we claim that science is 'objective' and what do we expect of an objective science? Can there be 'good' politically-motivated science, or does this conflict with the norms of 'good' science? How important is science as a way of bettering society? Do scientists bear an extra burden of responsibility when they generate scientific results of particular social significance (such as the development of the atomic bomb, or the development of techniques of cloning)? We will examine particular cases of socially significant scientific research, and we will consider larger philosophical questions concerning the status of science, given its interconnections with society. **PHL SOC** (H. Grasswick)

PHIL 0216 Philosophy of Science (Not offered 2003-04)
Scientific inquiry is often considered the most reliable way of acquiring knowledge about the world. In this course, we will critically examine this claim by focusing on some of the most fundamental questions in the philosophy of science. We will begin by defining the differences between science, pseudo-science, and non-science. We will then approach questions such as the following: How are scientific theories confirmed? What constitutes a scientific explanation? What is scientific progress? Does science discover the truth about the real world? What is the nature of theoretical entities? 3 hrs. lect. **PHL**

PHIL 0221 Phenomenology and Existentialism (Spring)
The goal of this course is to familiarize students with the phenomenology of Edmund Husserl, and to discuss a number of critical responses to that philosophy from both phenomenological and existentialist philosophers. We will begin by examining Husserl's phenomenological method, including his criticism of psychologism and historicism. In this part of the course, we will also study Husserl's influential analysis of the experience of time. Subsequently, we will consider the views of Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty who not only criticized Husserl, but also advanced his phenomenological method. 3 hrs. lect. **PHL** (R. Jagnow)

PHIL 0223 Introduction to Contemporary Philosophy (Not offered 2003-04)
This course will investigate two of the main lines of historical development which dominated European philosophy for a great deal of the twentieth century. We shall begin with the phenomenology of Edmund Husserl, and follow its development into the early existential phenomenology of Martin Heidegger (and others) and the existentialism of Jean-Paul Sartre. We shall then turn to the analytic tradition discussing the Logical Analysis of Bertrand Russell and the early Wittgenstein, Logical Positivism, the ordinary language philosophy of Gilbert Ryle and J.L. Austin, and the later philosophy of Wittgenstein. The course will conclude with a brief consideration of more recent developments. 3 hrs.lect. **PHL EUR**

PHIL 0225 Nineteenth-Century European Philosophy (Not offered 2003-04)
This course examines selected works of five central figures of the nineteenth century: Hegel, Marx, Kierkegaard, Schopenhauer, and Nietzsche. By focusing on certain key themes, we will discover both continuities and contrasts among these diverse thinkers. By examining the philosophical underpinnings of historical movements such as industrialization and secularization, we will learn how nineteenth century Europe leads the way into our own age. Topics of discussion include: spirit and history, science and existence, community and alienation, the will and the creation of the self. (No prerequisites, but PHIL 0150 or equivalent would provide useful background.) **PHL HIS EUR**

PHIL/RELI 0232 Philosophy of Religion (Not offered 2003-04)
The first part of this seminar will be devoted to philosophical reflections on Christianity. We will look at classical arguments for Christian beliefs and the criticisms of this approach by Pascal, Hume, Kant, Wittgenstein, and Nietzsche. We will also read some literary works dealing with the same issues. The second part will be devoted to philosophical and methodological issues in the studies of other religious traditions: Judaism, Confucianism, Taoism, Buddhism and African religions. We will read philosophers as well as anthropologists and sociologists such as Hegel, James Frazer, Max Muller, Max Weber, Freud, Wilfred Smith, Robert Bellah, Mark Taylor, and Richard Bernstein. 3 hrs. lect. **PHL CMP**

PHIL 0233 Aesthetics (Not offered 2003-04)
Contemporary and historical readings will be used to examine problems in the philosophy of art. We will consider a variety of theories of art, focusing especially on the debate between representational and expression theories, and twentieth-century critiques of the expression theory. Central questions will include: What is involved in the interpretation of artworks, and what is aesthetic meaning? Can art be a source of knowledge? What is the relation between the artist and society? Should art have amoral purpose? We will draw on the work and writing of artists such as Alberti, Van Gogh, and Kandinsky. Philosophical readings from Plato, Aristotle, Nietzsche, Croce, Freud, Langer, Heidegger, and others. 3 hrs.lect. **PHL EUR**

PHIL/WAGS 0234 Philosophy and Feminism (Fall) (CW)
This course will examine the contributions of various feminists and feminist philosophers to some of the central problems of philosophical methodology, epistemology, philosophy of science, metaphysics, and ethics. Are there gendered assumptions in operation in the way particular philosophical problems are framed? For example, do the politics of gender contribute to accounts of objective knowledge and rationality? Are some philosophical perspectives better suited to the goals of feminism than others? We will also examine the general relationship between feminism and philosophy, and we will reflect on the relevance of theorizing and philosophizing for feminist political practice. (area 1) 3 hrs.lect. **PHL CMP** (H. Grasswick)

PHIL/HIST 0237 Chinese Philosophy (Not offered 2003-04)
Please see Department of History listings for description. **HIS PHL OTH AAL**

PHIL 0250 Early Modern Philosophy (Not offered 2003-04)
In seventeenth century Europe, ideas in natural philosophy, theology, political philosophy, metaphysics and epistemology all underwent radical transformation. As the principles and methods of modern science were fashioned, new perspectives were explored, often by the same thinkers, on questions concerning method, the possibility of certain knowledge, the nature of physical reality, the existence of God, and the foundations of morality and the state, with a depth and originality seldom rivaled. Rather than try to cover all this terrain, in this course we will concentrate on the views of a few thinkers in depth: Descartes, Spinoza, Locke, Berkeley and Hume. 3 hrs. lect. **PHL HIS EUR**

PHIL 0255 Kierkegaard, Marx, and Nietzsche (Fall)
This course will investigate the works of three of the central philosophical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read Kierkegaard's *Either/Or*, *Philosohical Fragments*, and *Concluding Unscientific Postscript*; Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy*, *The Use and Abuse of History*, *Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals*. 3 hrs.lect. **PHL HIS EUR** (S. Bates)

PHIL/HIST 0273 Confucianism (Not offered 2003-04)
Please see Department of History listings for description. **HIS PHL OTH AAL**

PHIL 0302 Philosophy of Plato (Not offered 2003-04)
In this class, we will explore the significance, influence, and development of Plato's thought, paying special attention to the form of the dramatic dialogue and topics such as Platonic love, rhetoric and politics, learning and recollection, and the theory of forms. We will begin with the early period (dialogues such as the *Meno* and the *Apology*) focused on the historical figure of Socrates, continue to the middle period (*Symposium, Republic*), in which Plato develops his own distinctive views; and conclude with the later period (*Philebus, Parmenides*) in which Plato suggests a critique of Socrates and his own earlier positions. (Previous course in philosophy or waiver.) 3 hrs.lect. **PHL EUR**

PHIL 0303 Philosophy of Aristotle (Not offered 2003-04)
In this class we will explore both the original breadth and the contemporary relevance of Aristotle's thought. We will read a diverse selection of his writings, beginning with ethical and political works, continuing to works on aesthetics, psychology, and nature, and concluding with logical and ontological works. We will ask why Aristotelian virtue ethics in particular has enjoyed a recent renaissance and generated special interest in Aristotle's ideas about the ethical role of friendship, the perceptive power of the emotions, and the different kinds of intelligence. (Previous course in philosophy or waiver.) **PHL HIS EUR**

PHIL 0309 Philosophy of Arthur Schopenhauer (Spring)
Arthur Schopenhauer (1788-1860) while acknowledging his philosophy being benefited a great deal from the philosophies of "the great Kant," of "the divine Plato," and of the *Vedas*, would claim uniqueness and independence of his system of thought which corrected many mistakes made by his predecessors and contemporaries. In this course we will study his complex and sometimes problematic and controversial philosophy. We will also trace the path through which Schopenhauer reaches his characteristic doctrine of pessimism, the view that our existence is purposeless and meaningless, and is transitory and inevitably terminates with death.. **PHL CMP** (M. Miyaji)

PHIL 0311 Philosophy as a Way of Life: Eastern And Western Perspectives (Not offered 2003-04)
In recent years Michel Foucault, Stanley Cavell, Pierre Hadot, and Alexander Nehamas have argued

that in Greco-Roman antiquity and early Christianity, philosophy was regarded not primarily as a theoretical discipline, but as an art of living or a way of life. This seminar will examine the idea of the philosophical life in both contemporary and historical-comparative contexts. We will read recent works by Foucault, Cavell, Hadot and Nehamas, and classic texts in the West by Plato, Epictetus, Marcus Aurelius, Montaigne, Emerson, and Nietzsche, as well as texts in the East by Mencius, Zhuangzi, and Buddhist philosophers. We will also read some literary works dealing with the same issue. **PHL HIS OTH CMP**

PHIL/HIST 0319 Readings in the Philosophy of History (formerly PA 231) (Not offered 2003-04)
Please see Department of History listings for description. **HIS PHL EUR**

PHIL 0321 The Good Society (Not offered 2003-04)
One of the central questions in social and political philosophy is "Under what condition can a society be regarded as a good society?" In this seminar we shall examine the idea of a good society from historical and normative perspectives, focusing on how to justify our social/cultural criticism of a society. We shall read works by theorists such as Hegel, Stanley Cavell, Hannah Arendt, Charles Taylor, Rorty, Sen, Nussbaum, Bellah, Michael Walzer, and Foucault, as well as social critics such as Nietzsche, Emerson, Orwell, Simone de Beauvoir, Lionel Trilling, Irving Howe, and James Baldwin. Students will also practice social criticism by writing essays. (area 1) 3 hrs. disc. **PHL SOC OTH NOR**

PHIL 0323 Wittgenstein's Philosophy (Not offered 2003-04)
In this course, we shall trace the development of the views of one of the twentieth century's most important philosophers, Ludwig Wittgenstein. We shall begin with the roots of Wittgenstein's early philosophy in the logical analysis of Frege and Russell. This early philosophy culminated in the publication of Wittgenstein's *Tractatus Logico-Philosophicus*, a strange and fascinating work. Wittgenstein's later philosophy as presented in his *Philosophical Investigations* will be the main focus of the course; it is a work which has had a decisive influence on much of contemporary philosophy of language and philosophy of mind in the analytical tradition. We shall consider some contemporary interpreters of Wittgenstein, including Stanley Cavell. (Previous course in philosophy or waiver) **PHL**

PHIL 0351 Theory of Knowledge (Fall)
What is knowledge, and what, if anything, can we know? What is the difference between knowledge and opinion, and how can we justify our knowledge claims? Many have understood epistemology as forming the core of the discipline of philosophy. Plato's Theaetetus will set the stage for our investigation of the many problems and themes of epistemology. Our investigations will cover a variety of historical and contemporary approaches, including versions of scepticism, foundationalism, coherentism, and naturalized epistemology. Finally, we will consider the role of epistemology within philosophy today, given the numerous challenges it faces from both inside and outside of philosophy. (Previous course in philosophy or waiver) **PHL** (H. Grasswick)

PHIL 0352 Philosophy of Mind (Fall)
What is the nature of the mind, and how does it relate to the body and the physical world? Could computers ever think? Do animals have mental and emotional lives? This course will explore several of the major recent philosophical conceptions of the mind. A central focus will be on evaluating various attempts to explain the mind in purely physical terms, including the project of artificial intelligence (AI). Can these theories give us a complete understanding of the mind? Other key questions will include: What is the nature of thought, and how is it capable of representing the world? What is consciousness, and can it be explained physically? 3 hrs.lect. **PHL** (E. Ennen)

PHIL 0354 Philosophy of Language (Spring)
Language is central to human activity. Its primary role is in communication, but we also use it to engage in countless other kinds of social interaction. The philosophy of language seeks to describe and explain the properties that enable language to play its extraordinarily important role in people's lives, and to explain what is involved in understanding a language. Topics to be discussed include theories of meaning, reference and truth, transformational grammar, linguistic competence, the innateness debate, and language and thought. **PHL** (R. Jagnow)

PHIL 0355 Issues in the Philosophy of Time (Not offered 2003-04)
An investigation of some deep-rooted problems concerning time, some of them perennial-Can there be time in the absence of change? Is becoming real or just a perceptual illusion? Is time continuous or discrete? -some of them of more recent origin-Is time travel possible? What is responsible for the arrow of time? These issues will be examined both in historical context and in relation to modern science and philosophy. Students should be prepared to engage in serious study in the history of physics and philosophy in an effort to illuminate these vexing and exciting issues. (Some background in philosophy or natural science; PHIL 0180 is recommended) (area 4) **PHL**

PHIL 0356 Philosophy and the Environment (Not offered 2003-04)
In this course, we will examine several environmental issues from a philosophical perspective. We will be interested in what arguments can be provided to support particular views, but more important, we will try to identify the deep philosophical issues that underlie particular debates. For example, what is the basis for our determinations of value? We will also examine the challenges that large scale environmental issues present for particular philosophical theories. For example, how well can particular ethical theories handle certain environmental problems? Topics may include animal rights, wilderness preservation, biodiversity, attitudes toward nature, over-population, and economic arguments for the protection of the environment. (Previous course in philosophy or waiver) 3 hrs.lect. **PHL**

PHIL 0361 Philosophy and Neuroscience (Not offered 2003-04)
Philosophy of neuroscience is a newly emerging area of research that is generating novel accounts of consciousness, perception, memory, reasoning, language, and personal identity. This course will be conducted as a workshop/seminar and will focus on the following sorts of questions: what is neuophilosophy, what does neuroscience tell philosophers about the "self", what is the relationship between the brain and consciousness, is neuroscience relevant to ethics, and how does the brain "represent" objects in the world? Readings will be taken from contemporary journal articles in both philosophy and neuroscience. (area 4) **PHL**

SEMINARS

The department offers a junior and a senior seminar each year for its majors, open to other qualified students with a waiver. (See above "Seminar Requirement" for majors.) Topics are determined by the instructors. Some recent topics (which may or may not be offered again) are listed below.

PHIL 0406 Responsibility (Not offered 2003-04)
Moral responsibility is considered one of the defining features of personhood: persons, unlike nonpersons (such as animals, objects, and possibly, some human beings) are moral agents and can be held accountable. We will look in depth at how philosophers have analyzed moral responsibility. What are the necessary conditions of moral responsibility? What role does free will play? Is moral responsibility distinguishable from the ideas of praise and blame? We will also examine attempts to expand the concept of responsibility beyond individuals by considering whether and how we share responsibility for the harms perpetrated by our communities.

PHIL 0408 The Enlightenment and Its Critics (Not offered 2003-04)
Inspired by the scientific revolution of Descartes and Newton, and the political and epistemological writings of Locke, Enlightenment philosophy was a concerted attempt to replace the old theological/political order with one based on scientific reason and human rights. Though still a dominant view today, it has come under increasing attack from critics who blame it for many contemporary woes, from scientism to the holocaust. In this seminar we will try to throw light on these matters by studying the writings of several eighteenth century thinkers, particularly Voltaire, Rousseau, and Diderot, and (post)moderns such as Horkheimer, Habermas, and Foucault. (Philosophy majors, others by permission of the instructor). (area 3) **PHL EUR**

PHIL 0411 Kant) (Not offered 2003-04)
This course will concentrate on a careful reading of Kant's *Critique of Pure Reason* concentrating on the issue of the nature and limits of knowledge. However, we shall also discuss some of Kant's views on morality. (area 3)

PHIL 0414 Overcoming Relativism and Nihilism: The Quarrel Between Philosophy and History (Not offered 2003-04)
This seminar explores the quarrel between philosophy and history, which is often perceived as a quarrel between the belief that there exist universal, timeless truths (universalism) and the belief that there is nothing but historycontingent, ever-changing, radically different human interests and opinions (historicism). Our goal is to challenge the popular assumption that historicism must imply relativism and nihilism. Following Strauss and Gadamer, we shall apply historicism to itself. We shall read philosophers who take history seriously but also try to overcome relativism or nihilism, such as Nietzsche, Heidegger, Strauss, Oakeshott, Berlin, Williams, Bernstein, and certain Asian philosophers such as Nishitani Keiji, Laozi, Zhuangzi, Xunzi, Wang Fuzhi, and Zhang Xuecheng. This class is for junior and senior Philosophy majors; *by approval* for non-majors. 3 hrs.lect.

PHIL 0416 Contemporary Aesthetics (Not offered 2003-04)
This seminar will consist of a careful reading of the works of some of the most important writers on topics in aesthetic theory, including Nelson Goodman, Arthur Danto, Stanley Cavell, and Richard Wollheim.

PHIL 0417 The Philosophy of Cognitive Science (Not offered 2003-04)
The cognitive revolution led to a new interdisciplinary approach to the study of the mind. On the cognitivist's account, the mind is a computer whose

internal processes operate over mental or neural representations. This view is the foundational principle of cognitive science, a research program that draws upon the resources of philosophy, psychology, neuroscience, linguistics, and computer science. In this course, we will (1) examine the philosophical underpinnings of cognitivism, (2) study contemporary cognitivist accounts of vision and memory, and (3) consider the merits of several challenges to cognitivism. **PHL**

PHIL 0418 Nietzsche and Greek Thought: Tragedy and Philosophy (Fall)
This seminar explores the profound influence Greek thought wielded upon Nietzsche. We will focus on Nietzsche's understanding of the complex relation between tragedy and philosophy: Greek tragedy is born out of the spirit of music and the twin deities of Apollo and Dionysus; it dies under attack from Socratic rationalism; but it reemerges when philosophy reaches its limits and yields to a tragic insight, as exemplified by the "music-making Socrates." We will ask how this artistic Socrates relates to Nietzsche's own tragic hero, Zarathustra, and why tragedy affirms life and overcomes pessimism. Readings selected from Aeschylus, Sophocles, Euripides, the Pre-Socratics, Plato, Aristotle, and Nietzsche. (Required of senior majors; open to others by waiver)3 hrs.lect. **PHL EUR** (M. Woodruff)

PHIL 0419 Consciousness (Spring)
This seminar will focus on recent philosophical and neurophilosophical work on consciousness. We will read key foundational articles by such authors as Searle, Jackson, Nagel, Dennett, Flanagan, the Churchlands, and Chalmers. Our topics are likely to include the nature and function of qualia, the explanatory gap, methodological challenges in the study of consciousness, and the neural correlate of consciousness. Readings will consist of journal articles in philosophy and cognitive neuroscience. (Required of senior majors; open to others by waiver) (E. Ennen)

PHIL 0420 Love and Friendship in Greek Thought (Not offered 2003-04)
In this seminar we will examine the special role the ancient Greeks gave to love and friendship in the cultivation of the soul and the vision of the good life. Readings include: Plato's *Symposium* and *Phaedrus* on transforming physical eros into metaphysical; Aristotle's *Nicomachean* Ethics Books 8 and 9 on friendship as parallel to justice and on the friend as "another self"; and Sophocles's *Antigone* on the tragic denial of love and friendship. **PHL EUR**

PHIL 0421 Social Epistemology (Not offered 2003-04)
Recently, philosophers have begun to consider the social dimensions of knowledge, asking such questions as: To what degree do we rely on testimony for knowledge? To what extent do social norms play a role in the justification of knowledge claims? Are knowers best thought of as individuals or communities? How do relations of power influence how and what we know? We will investigate just such questions, as we examine various directions taken by social epistemology, and note the influences of philosophy of science, naturalized epistemology, and feminist philosophy. We will also consider the challenges social epistemology presents to our understandings of knowledge. (Required of junior majors; open to others by waiver) **PHL**

PHIL 0422 Mind and World (Not offered 2003-04)
Does reality exist independently of the mind (realism), or is it dependent on the minds that know it (idealism)? We will examine the debate between realism and idealism both historically and in contemporary thought. After a careful examination of the influential forms of idealism proposed by Kant and Hegel, we will focus on recent debates concerning these issues. Beginning with Wittgenstein's Philosophical Investigations, an important movement in contemporary philosophy has sought to move beyond the traditional dichotomy between realism and idealism by formulating a new conception of realism in which the world itself is reinvested with subjective characteristics such as values, and subjects are immediately in touch with reality. We will seek to evaluate these proposals and consider other contemporary alternatives to them. Readings in the latter part of the course will include works by *Wittgenstein, Davidson, Rorty, Putnam, Nagel,* and *McDowell.* (Required for senior majors, open to others by waiver)

PHIL 0500 Independent Study (Fall, Winter, Spring)
Supervised independent research in philosophy. Admission by approval.

PHIL 0700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(See under departmental honors above).

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a degree requirement. The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit.

Before graduation, students must complete two different courses to receive the required two credits. Students are encouraged to complete the credits by the end of their fourth academic semester at Middlebury (excluding winter term). In the case of transfer students, students are encouraged to complete the requirement by the end of their second semester at Middlebury. Students who have not completed their requirement by the second semester of their senior year will not be eligible to graduate.

Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams.

The Physical Education department also recognizes participation in five clubs sports. The five club sports that can receive a physical education credit are rugby, crew, water polo, men's squash and cricket, which have a coach on site for practices and games. In order to receive a physical education credit, students must participate in three seasons of crew and one full season of rugby, water polo, men's squash and cricket. Each of these club sports will equal one Physical Education credit.

Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fee applicable): lifeguard training, C.P.R./ first aid.

Special Lessons (fees apply): aerobics, alpine skiing, kickboxing, martial arts, massage, horseback riding, scuba, ski touring, tai chi, and yoga. Instructors outside of the College generally teach these courses. The fees and times are circulated to the students prior to each P.E. session.

Equipment Sports (students provide equipment): cycling, figure skating, tennis.

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, squash.

Conditioning Courses: weight training, general conditioning, circuit training, swimming for conditioning, and fitness carnivals.

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (DANC 0160, DANC 0161, DANC 0162, DANC 0260, DANC 0261, DANC 0276, DANC 0360, DANC 0361, DANC 0380, DANC 0381).

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim 25 yards and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses on a space-available basis. Students unaware of their physical education record should check with the department secretary in the Field House to ensure completion of their program prior to graduation. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Student Affairs Office processes credits from transcripts for students transferring to Middlebury.

All requests for medical waivers must come from the student's physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College health center.

SEASON DATES

September 15 - October 17, 2003
October 27 - December 5, 2003
January 5 - January 30, 2004
February 9 - March 12, 2004
March 29 - April 30, 2004.

PHYSICS

Professors: Jeffrey Dunham (chair), Robert Prigo, Stephen Ratcliff (on leave), P. Frank Winkler, Richard Wolfson; *Assistant Professors:* Noah Graham, Susan Watson.

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PHYS 0155 (Introduction to the

Universe), PHYS 0101 (Physical Reality and Human Thought), and first-year student seminars. Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PHYS 0109-0110. In addition, they may elect more advanced courses at the 0200 level.

Students in premedical and other programs requiring two semesters of physics should take PHYS 0109 and PHYS 0110; other 0100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

The physics department encourages its majors to study abroad to gain experience at international research facilities, learn different national styles of scientific thinking, improve language proficiency, and pursue academic interests outside of physics. Upper level physics courses taken abroad may be eligible for physics course credit upon approval of the department chair; students are strongly encouraged to obtain this approval before going abroad.

Physics majors who are interested in obtaining high school physics teaching certification need to notify the Teacher Education Program preferably no later than the middle of their sophomore year. They should also contact Professor Prigo, the physics department's teacher education affiliate.

Required for the Major in Physics: The major program consists of eight required physics courses: PHYS 0109, PHYS 0110, PHYS 0201, PHYS 0202, PHYS 0212, PHYS 0301, PHYS 0321, and the winter term course PHYS 0111 offered each year and serving as a bridge between PHYS 0109 and PHYS 0110; a minimum of two electives; and the senior program. Electives may be chosen from physics courses at the 200 level and above except that one course from the following list may be substituted: MATH 0300, MATH 0302, MATH 0324, MATH 0431, CSCI 0214, CSCI 0223, GEOL 0382, CHEM 0351, CHEM 0352, PHIL 0355. Mathematics at least through the level of MATH 0113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus. Independent study courses such as PHYS 0500 may not be used for elective credit. In addition to the courses listed below, courses that satisfy the elective requirement in physics are occasionally offered during the winter term.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PHYS 0221 (Electronics for Scientists), PHYS 0330 (Analytical Mechanics), PHYS 0350 (Statistical Mechanics), and PHYS 0401 (Quantum Mechanics). In addition, MATH 0200 and MATH 0201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CSCI 0214 extremely valuable.

Senior Program: The major program culminates with a two-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics condensed matter laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PHYS 0109 and PHYS 0110. At least one of the others is to be chosen from among PHYS 0201 and PHYS 0202; any two additional PHYS courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major en route to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CSCI 0121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with Mr. Winkler, the pre-engineering adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PHYS 0109 and/or PHYS 0110 is given to students who achieve a score of 4 or 5 on the physics C: Mechanics and/or Physics C: Electricity and Magnetism examination, respectively. One AP credit is given to students who take the Physics B examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PHYS 0109.

PHYS 0101 Physical Reality and Human Thought (Spring)
This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PHYS 0201.) 3 hrs. lect., 1 hr. disc. **SCI DED** (R. Wolfson)

PHYS 0104 Chaos, Complexity, and Self-Organization (Not offered 2003-04)
Many observers believe a major paradigm shift has occurred throughout the natural sciences in recent years. The strict determinism of the Newtonian world view is giving way to an outlook that emphasizes the fundamental significance of open, evolving, complex systems. This course explores recent work on chaos, fractals, complexity, and self-organization, and surveys the impact of these that generate novelty in the world new ideas on the conceptual foundations of the social sciences and humanities, as well as the natural sciences. Although the course is largely nonmathematical, students should be willing to use elementary high school algebra. 3 hrs. lect. **SCI DED**

PHYS 0109 Newtonian Physics (Fall, Spring)
This course examines motion as it occurs throughout the universe. Topics covered include inertia, force, Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, torque, angular momentum, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PHYS 0109 should be enrolled concurrently in MATH 0112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** (S. Watson)

PHYS 0110 Electricity and Magnetism (Spring)
The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PHYS 0109, MATH 0112; MATH 0113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** (N. Graham)

PHYS 0111 Thermodynamics, Fluids, Wave Motion, and Optics (Winter)
This lecture and laboratory course covers concepts from classical physics which are not included in PHYS 109 and PHYS 0110, and serves as a bridge between those two courses. Topics include thermal properties of matter, thermodynamics, fluid mechanics, wave motion, sound, and geometrical and physical optics. This course is strongly recommended for all students otherwise required to take PHYS 0109 and PHYS 0110 as part of a major or of a premedical program, and is required for physics majors. (PHYS 0109 or equivalent) **SCI DED** (staff)

PHYS 0155 An Introduction to the Universe (Fall)
Our universe comprises billions of galaxies in a rapidly expanding fabric. How did it begin? Will it expand forever, or how may it end? How do the stars that compose the galaxies evolve from their births in clouds of gas, through the tranquility of middle age, to their often violent deaths? How can scientists even hope to answer such cosmic questions from our vantage point on a small planet, orbiting a very ordinary star? Are there other planets, orbiting other stars, where intelligent beings may be doing the same thing? This introductory astronomy course, designed for nonscience majors, will explore these and other questions. Students will also become familiar with the night sky, both as part of our natural environment and as a scientific resource, through independent observations and sessions at the College Observatory. (Students may not receive credit for both PHYS 0155 and PHYS 0165.) 3 hrs. lect., 2 hrs. lab./disc. **SCI DED** (F. Winkler)

PHYS 0165 Physics in the Universe (Fall)
This introduction to the phenomena and physical principles of the universe follows a similar syllabus to that of PHYS 0155, but with an added emphasis on analytical material. Principles of Newtonian mechanics are applied to the motions of planets, stars, and galaxies; statistical techniques help in understanding structures ranging from the interiors of stars to clusters of galaxies; and quantum principles are used to understand the radiation we receive from cosmic sources and the physical processes at work there. 3 hrs. lect., 3.5 hrs. lab./disc. (PHYS 0109 or equivalent) (Students may not receive credit for both PHYS 0155 and PHYS 0165.) **SCI DED** (F. Winkler)

PHYS 0201 Relativity and Quantum Physics (Fall)
This course probes a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einstein's special relativity,

quantization of atomic energy levels and photons, the atomic models of Rutherford and Bohr, and wave-particle duality. (PHYS 0110, MATH 0113) 3 hrs. lect. **SCI** (J. Dunham)

PHYS 0202 Quantum Physics and Applications (Spring)
This course introduces quantum theory and statistical mechanics, and explores the Heisenberg uncertainty principle, the Schrödinger wave equation, and wave mechanics. These techniques are then applied to atomic, molecular, nuclear, and elementary particle systems. (PHYS 0201; concurrent or prior PHYS 0212 strongly suggested) 3 hrs. lect. (R. Wolfson)

PHYS 0212 Applied Mathematics for the Physical Sciences (Spring)
This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthogonal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical methods are employed. This course is a prerequisite for all 300- and 400-level physics courses. (MATH 0113; PHYS 0110 is a corequisite) 4.5 hrs. lect. **DED** (F. Winkler)

PHYS 0221 Electronics for Scientists (Fall)
An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain hands-on familiarity with the design, use, and troubleshooting of electronic instrumentation. (PHYS 0110 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (R. Wolfson)

PHYS/ES 0240 Global Climate Change (Fall)
See Program in Environmental Studies for description. **SCI DED** (R. Wolfson)

PHYS 0261 Observational Astronomy and Data Analysis (Spring)
An introduction to the concepts and techniques of acquiring and analyzing astronomical data, including celestial coordinates, digital image processing, statistical analysis, photometric systems, and spectroscopy. The College Observatory telescopes and CCD camera systems will be used extensively in laboratory work. (PHYS 0110 and PHYS 0165) 3 hrs. lect., 3 hrs. lab. **SCI** (F. Winkler)

PHYS 0301 Intermediate Electromagnetism (Fall)
The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PHYS 0212) 3 hrs. lect. (N. Graham)

PHYS 0302 Electromagnetic Theory (Not offered 2003-04)
Maxwell's theory of the electromagnetic field provides the basis of our understanding of the nature of light, radio waves, infrared radiation, X-rays, and other forms of electromagnetic radiation. This course examines the behavior of electromagnetic waves starting from Maxwell's equations, the fundamental laws of electromagnetism. Topics include wave propagation in different materials; reflection and refraction at interfaces; applications in communications, optics, and other fields; and relativistic electrodynamics. (PHYS 0301)

PHYS 0321 Experimental Techniques in Physics (CW 20) (Fall)
This course will cover the design and execution of experiments, and the analysis and presentation of data, at an advanced level. Laboratory experiments will be chosen to illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. Skills in computer-based data analysis and presentation will be developed and emphasized. This course satisfies the College writing requirement. (PHYS 0201, PHYS 0202 and PHYS 0212) 3 hrs. lect., 3 hrs. lab. (J. Dunham)

PHYS 0330 Analytical Mechanics (Not offered 2003-04)
An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing problem-solving strategies and techniques. (PHYS 0109, PHYS 0212 or by waiver) 3 hrs. lect.

PHYS 0350 Statistical Mechanics (Spring)
The course opens with a review of classical thermodynamics and continues with an examination of the fundamental concepts of probability, statistics, and distribution functions. These topics are followed by in-depth discussion of the concepts of energy, ener-

gy quantization, and the application of these concepts to the modeling of macroscopic systems. The remainder of the course is a study of statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, radiation, and ideal quantum gases. (PHYS 0202 and PHYS 0212) 3 hrs. lect. (J. Dunham)

PHYS 0360 Topics in Contemporary Physics (Not offered 2002-03)
This course explores an area of current interest in physics. The topic varies from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (PHYS 0202, PHYS 0212; additional prerequisites may be imposed.)

PHYS 0401 Quantum Mechanics (Fall)
A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one- dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PHYS 0202, PHYS 0212) 3 hrs. lect. (N. Graham)

PHYS 0402 Advanced Quantum Mechanics (Spring)
This course will emphasize realistic atomic and nuclear structure calculations using the techniques of perturbation theory and angular momentum coupling. A major goal is complete calculations of fine structure, hyperfine structure and the Lamb shift for the hydrogen atom in the presence of perturbing fields. The electromagnetic field is quantized and used to calculate transition rates and angular distributions for simple radiating systems. Nuclear magnetic resonance and blackbody radiation will receive extended treatment. (PHYS 0301 and PHYS 0401) 3 hrs. lect. (staff)

PHYS 0500 Independent Study and Special Topics (Fall, Winter, Spring)
(Approval required) (staff)

PHYS 0705 Senior Research and Thesis (Fall, Winter, Spring)
Independent research in the fall, winter, and spring terms culminating in a written thesis (two units total). *(Approval required)* (staff)

POLITICAL SCIENCE

Professors: Eric Davis (Secretary of the College), Charles A. Dana Professor: Murray Dry, Robert '35 and Helen '38 Stafford Professor in Public Policy: Christopher McGrory Klyza, Frederick C. Dirks Professor of Political Science: Michael Kraus, James Jermain Professor of Political Economy and International Law: Russell Leng (on leave Fall 2003), George Nye and Anne Walker Boardman Professor of Mental and Moral Science: Paul Nelson, David Rosenberg (chair), Allison Stanger; *Associate Professors:* Jeffrey Cason, Matthew Dickinson (on leave academic year), Mark Williams; *Assistant Professors:* Erik Bleich (on leave academic year), C.A. Johnson Fellow in Political Philosophy: Kateri Carmola; Luce Junior Fellow in Asian Studies: Robert Pekkanen (on leave Fall 2003), Saadia Pekkanen (on leave academic year); *Research Fellow:* Nadia Horning; *Visiting Assistant Professor:* Jessica Korn.

Political Science defines, describes, explains, and evaluates political phenomena, such as war and peace, voting and office holding, and crime and punishment. Consequently our course requirements include one that concentrates on classic texts in political philosophy, one that involves a study of different kinds of governments in the world today, one that concentrates on politics among nations, and one that studies American government. The curriculum is designed to meet the demands of thoughtful citizenship, and to prepare those students who intend to pursue further work in either graduate or professional school.

Course offerings are divided into four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. We normally offer students a choice of four different introductory courses (all 0100-level courses and PSCI 0201). We also offer an introductory course in Environmental Policy (PSCI 0211), which is a required course in the Environmental Studies Program. In addition, all 0200-level courses have no prerequisites and are open to students of all classes.

Given the range of the subject matter and the variety of approaches to the study of politics represented in this department, it is not surprising that faculty are involved, formally and informally, in related majors and programs: international studies, environmental studies, international politics and economics, Latin American studies, European studies, East Asian studies, Russian and East European studies, and classical studies. We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year.

Our students also participate in American University's Washington Semester (see Professor Paul Nelson), in the activities of the Pre-Law Society (consult with Professor Murray Dry, Pre-Law Adviser), the Middlebury Model United Nations Club (Professor Mark Williams, Faculty Liaison), and the Center for International Affairs (Professor Allison Stanger, Director). (For a description of the activities sponsored by the Center, see International Affairs at Middlebury College section.) Political Science majors who are interested in obtaining teaching licensure must notify the Teacher Education Program by the middle of their sophomore year. They should also contact Professor Murray Dry, the Political Science Department's teacher education affiliate.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PSCI 0101 or PSCI 0107; (2) PSCI 0102 or PSCI 0104; (3) PSCI 0103; and (4) PSCI 0201. These requirements should normally be completed before the end of the sophomore year. Among these ten courses, he or she must (5) fulfill the field distribution requirement, and (6) complete the 0400-level seminar. At least seven of these ten courses, including the 0400 level-seminar, must be taken at Middlebury College.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. Students must take at least two courses in any three of these fields and one course in the fourth field.

PSCI 0103 Bypass Option: Advanced students may take PSCI 0230 or PSCI 0324 to fulfill the PSCI 0103 requirement.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 0400-level courses offered by the department. Seminars are open to juniors and seniors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars but will count towards the 10 required courses in PSCI.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. Honors candidates should initiate the process by contacting their prospective faculty advisor during their junior year. All students planning on writing a thesis must enroll in PSCI 0501 (Senior Honors Seminar) in the fall term. An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PSCI 0505 winter term thesis and PSCI 0700 for the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis, and (2) the level of the average grade received in other fall and spring courses taken at Middlebury. Courses taken abroad do not count toward the grade point determination. Honors theses candidates will have a political science course average of at least 3.3 and a thesis grade of B+ or higher to attain honors; a political science course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and a political science course average of at least 3.7 and a thesis grade of A to attain highest honors. (For a full description of regulations, pick up a copy of Honors Theses Procedures and Regulations in Munroe 213 or check the PSCI web page at www.middlebury.edu/~ps/honors&awards.htm.)

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PSCI 0500). These projects are prepared under the supervision of a member or members of the department. PSCI 0500 projects may not be substituted for the seminar requirement. PSCI 0500 projects are reading and research courses; the department will not award PSCI 0500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight regular fall or spring term political science courses, among them (a) either PSCI 0101 or PSCI 0107 and (b) PSCI 0103 and (c) either PSCI 0104 or PSCI 0102 and (d) PSCI 0201; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) complete the department's 0400-level seminar; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis. At least five courses including 0400-level seminar must be taken at Middlebury College. Joint majors do not qualify for honors in political science. (Double majors are eligible.)

International Politics and Economics Major: The IPEC major allows students to combine the study of politics, economics and languages, linking these disciplines with an appropriate experience abroad. Students wishing to pursue this major should consult the catalog section on International Affairs, listed under "Interdisciplinary Programs."

International Studies Major: To specialize in political science within the INTL major, students must take: (1) PSCI 0103 and PSCI 0201; (2) PSCI 0101 or PSCI 0102 or PSCI 0104 or PSCI 0107; (3) two other courses at the 0200 or 0300 level from either Comparative Politics or International Relations and Foreign Policy field; (4) a 0400-level seminar from either Comparative Politics or International Relations and Foreign Policy field, which must be taken at Middlebury in the junior or senior year. INTL seminars co-taught by PSCI faculty cannot substitute for 0400-level PSCI seminars but will count towards the 6 required courses in PSCI. In addition, it is highly recommended that INTL thesis candidates enroll in PSCI 0501 (Fall).

Minors in Political Science: The minor in political science will consist of five regular fall or spring term courses taken at Middlebury College, which must come from at least two of the four fields in the department. At least one of the courses must be at the 0300 level or above.

Advanced Placement: A score of 4 or 5 on the College Board Advanced Placement Examination in American politics will entitle the student to exemption from PSCI 0104; such a score may satisfy the requirement of one course in the American politics field. A score of 4 to 5 on the College Board Advanced Placement Examination in comparative politics will entitle the student to exemption from PSCI 0103; such a score may satisfy the requirement of one course in the comparative politics field. Students exempted from PSCI 0103 are strongly encouraged to take PSCI 0230 or PSCI 0324. While supplying two college credits, advanced placement in both American politics and comparative politics will substitute for only one course requirement for the political science major.

INTRODUCTORY COURSES

PSCI 0101 Introduction to Political Philosophy (Fall)

This course focuses on some of the most important texts in the field of political philosophy. Central issues concern the relationship between politics and philosophy, types of truth and forms of power, and, generally, how a critical understanding of politics and the human condition is achieved. Specific works have included: Thucydides, *History*; Plato, *Republic*; Aristotle, *Politics*, Machiavelli, *The Prince*; Hobbes, *Leviathan*; Rousseau, *Second Discourse*; Shakespeare, *Julius Caesar*, Mill, *On Liberty*; Marx, *Communist Manifesto*, *Capital*; Nietzsche, *The Birth of Tragedy*; and essays by Weber, Arendt, and Havel. 3 hrs. lect./disc. **PHL SOC EUR** (K. Carmola)

PSCI 0102 The American Political Regime (Spring)

This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's *Democracy in America,* is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's Notes on the Debates in the Federal Convention, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (Marbury, McCulloch), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (Brown, Frontiero, Roe, Casey). 4 hrs. lect./disc. **SOC USA NOR** (M. Dry)

PSCI 0103 Introduction to Comparative Politics (Fall, Spring)

An introduction to the comparative study of political systems and to the logic of comparative inquiry. How are different political systems created and organized? How do they change? Why are some democratic and others authoritarian? Why are some rich and others poor? Other topics covered in this course include nationalism and political ideologies, forms of representation, the relationship between state institutions and civil society, and development strategies. In this course students will also learn how to describe, classify, compare, and evaluate governments using modern library and computer-based research methods. 3 hrs. lect./disc. **SOC CMP** (fall: D. Rosenberg, spring: R. Pekkanen)

PSCI 0104 Introduction to American Politics (Fall)

This course introduces the institutions and practices of American government and politics. The aim is to give students a firm understanding of the workings of and the balance of power among the American Congress, President, bureaucracy, and court system. We begin with the Constitution, which provides the set of founding principles upon which the American government is based. We then look at how American citizens make decisions about politics. Finally, we examine how political institutions, interest groups, parties, elections, and legislative bodies and rules aggregate diverse, often conflicting preferences and how they resolve or exacerbate problems. 3 hrs. lect./disc. **SOC USA NOR** (M. Dickinson)

PSCI 0107 Politics and the Studies of Politics (Spring)

This course will consider classic texts of Western political thought. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works may include Thomas Aquinas, *Summae;* William Shakespeare, *Julius Caesar,* Thomas Hobbes, *Leviathan;* Edmund Burke, *Reflections on the Revolution in Franc;* Alexis de Tocqueville, *Democracy in America;* speeches by Thomas Macaulay; and writings by Karl Marx and Friedrich Engels. 3 hrs. lect./disc. **PHL SOC EUR** (P. Nelson)

PSCI 0201 International Politics (Fall, Spring)

What causes conflict or cooperation among states? What can states and other international entities do to preserve global peace? These are among the issues addressed by the study of international politics. This course examines the forces that shape relations among states, and between states and international regimes. Key concepts include: the international system, power and the balance of power, international institutions, foreign policy, diplomacy, deterrence, war, and global economic issues. Both the fall and spring sections of this course emphasize rigorous analysis and set theoretical concepts against historical and contemporary case studies. 3 hrs. lect./disc. **SOC CMP** (fall: M. Williams; spring: staff)

POLITICAL THEORY

PSCI 0101 Introduction to Political Philosophy (Fall)

See description in "Introductory Courses" above. **PHL SOC EUR**

PSCI 0107 Politics and the Studies of Politics (Spring)

See description in "Introductory Courses" above. **PHL SOC EUR**

PSCI 0235 Ethics and War (Spring)

This course examines the problem of ethics and war from a variety of historical, cultural, and philosophical perspectives, including the theories of violence and its role in human society, the history of warfare, and the experience of battle. We then turn to some of the classical theories of "just war" and the rules of war, and look at the evolution of the international law of war. Finally, we apply the theories discussed to contemporary issues, such as humanitarian intervention, new technologies, sanctions, and post-conflict resolution. Contemporary cases have included the Gulf War, Rwanda, Bosnia, Kosovo, and Afghanistan. Readings include John Keegan's *The History of War*, Michael Walzer's *Just and Unjust Wars*, J. Glenn Gray's *The Warriors*, J. T. Johnson's *Morality and Contemporary Warfare*, and S. Hoffmann's *Ethics and Humanitarian Intervention*. 3 hrs. lect./disc. **PHL SOC** (K. Carmola)

PSCI 0245 Power and Powerlessness (Not offered 2003-04)

This course introduces students to the field of political theory through the study of the concepts of power, authority, and powerlessness. We study a wide range of theories and case studies on the origins and use of various types of power: political, institutional, cultural, personal, and religious. We study the difference between power and authority, how legitimacy is achieved and enacted, and how various "powerless" groups and individuals behave, react, and rebel. Readings include selections from the Bible, Thucydides, Hobbes, Luther, Marx, Nietzsche, Freud, Weber, Foucault, J. Gaventa, and H. Arendt. 3 hrs. lect./disc. **PHL SOC**

PSCI 0255 Politics, Poetry, and Philosophy (Not offered 2003-04)

This course uses poetic and dramatic works to examine enduring questions of political philosophy: leadership, membership (and dismembership) in a polity, justice and revenge, the role of truth and lies in political speech, and the problems of founding. We will begin with Greek tragedy and comedy, including Euripides' Bacchae, Aristophanes' The Clouds, Sophocles' Oedipus and Antigone, and Aeschylus' Oresteia. The next segment of the course will focus on three or four Shakespearean dramas, including Julius Caesar, Henry V, Antony and Cleopatra, and Richard III. During the last few weeks, we will read two highly contemporary plays by Tony Kushner: *Angels in America*, and *Homebody/Kabul*. 3 hrs. lect./disc. **PHL EUR** .

PSCI 0318 Modern Political Philosophy (Spring)

After starting with Plato, we will study some classic works in modern political philosophy, including Machiavelli, Hobbes, Spinoza, Rousseau, Kant, Hegel, Nietzsche, and Heidegger. We will explore the following themes: modernity's rejection of ancient thought, its later replacement of nature by history as the standard for right, and its subsequent rejection of any standard of right. We will also note how these writers introduce realism and idealism into the study of politics and the separation of powers and freedom of speech and religion into our understanding of constitutional government. We will conclude with a return to Plato. (PSCI 0101 or PSCI 0107) 4.5 hrs. lect./disc. (M. Dry)

PSCI 0333/0433 Politics, Philosophy, and Education (Fall)

We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates' claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledge; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will ask what is liberal education and what is its business with political things. We will read Plato, Aristotle, Hobbes, Nietzsche, and some twentieth-century writers, including Michael Oakeshott, Allan Bloom, and Leo Strauss. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. 3 hrs. lect./disc. **PHL EUR** (P. Nelson)

PSCI 0401 Modern and Post-Modern Political Thought (Fall)

This course examines one of the central dilemmas of modern and post-modern political theory: the sense that the Enlightenment project has come to an end, and the need to establish a "new," more fitting, conception of human beings in the world. Readings include Dostoevsky, *Notes from Underground*; Nietzsche, *Genealogy of Morals*, and *Zarathustra*; Freud, *Civilization and Its Discontents*, and some of Heidegger's later essays, including "The Question Concerning Technology," "Letter on Humanism," and "The Essence of Truth." Previous courses in philosophy or political philosophy highly recommended. (PSCI 0101 or PSCI 0102 or PSCI 0104 or PSCI 0107) 3 hrs. lect./disc (K. Carmola)

PSCI 0409 Seminar on Political Philosophy: Aristotle's Political Science (Not offered 2003-04)
Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Rhetoric,* and *Politics*. While trying to understand Aristotle as he understood himself, we will also consider both some objections to Aristotle's political science and some defenses of it. We will look also at some recent literature on Aristotle in order to show that there is not yet reason to "remove the remains of his reputation to the last resting place in the dreary cemetery of literature." (Waiver) 3 hrs. lect./disc. **PHL**

PSCI 0500N Directed Readings in Political Philosophy (Fall, Spring)
By approval. (P. Nelson)

AMERICAN POLITICS

PSCI 0102 The American Political Regime (Spring)
See description in "Introductory Courses" above. **SOC USA NOR**

PSCI 0104 Introduction to American Politics (Fall)
See description in "Introductory Courses" above. **SOC USA NOR**

PSCI 0205 American Political Behavior (Not offered 2003-04)
In this course, we seek to understand the causes and consequences of political participation in America. The course revolves around two major questions: who votes, or participates in other ways, and who doesn't? And what impact does citizen participation, or lack thereof, have on American politics and public policy? Among our primary concerns is the relationship between capitalism and democracy. 3 hrs. lect./disc. **SOC USA NOR**

PSCI 207 Business-Government Relations in the United States (CW) (Fall)
This course explores the experience of business-government relations in the United States, beginning with a brief survey of its intellectual foundations in selections from Adam Smith, Karl Marx, Friedrich Hayek, John Maynard Keynes, Joseph Schumpeter, and Douglass North. It examines the relationships between markets and legislative statutes (Congress); between markets and the regulatory process (the Executive Branch); and between markets and the common law (Judicial Branch). It ends with comparisons of business-government relations in the US with those of other countries. 3-hr. sem. **SOC NOR USA** (J. Korn)

PSCI 0206 The American Presidency (Fall)
This course examines the development and modern practice of presidential leadership. Focus is on presidential decision-making, changes in the structure of the presidency as an institution, differences among individual presidents, and the interaction of the president with other major actors, including national governing institutions (executive branch, Congress, courts), interest groups, media, and the public. The course includes an historical overview of the evolution of the presidency, and examines changes in the electoral process. 3 hrs. lect./disc. **SOC USA NOR** (M. Dickinson)

PSCI 0208 The Politics of the U.S. Congress (Spring)
Introduces students to the analysis of Congress and congressional policy-making. Considers how congressional elections, institutions, and policy hang together roughly in equilibrium. Focuses on the internal organization of Congress-committees, parties, House and Senate leadership, rules and norms, and congressional staff. Analyzes the power of Congress relative to the president, the bureaucracy, and the courts, specifically in the policy process. Investigates how unified and divided party control of the government affects legislation in the House and Senate. Finally, applies congressional theories to determine the fates of specific policy proposals in Congress. 3 hrs. lect./disc. **USA NOR** (M. Dickinson)

PSCI/ENVS 0211 Conservation and Environmental Policy (Spring)
An introduction to conservation and environmental policy in the United States. The course will be divided into four sections: (1) the history of conservation/environmental policy; (2) the foundations of the U.S. political and economic systems as they affect conservation/environmental policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in conservation/environmental policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the conservation/environmental policy area. 3 hrs. lect./disc. **SOC USA NOR** (C. Klyza)

PSCI 0215 State and Local Politics in the United States (Not offered 2003-04)
State and localities have long been regarded as arenas for policy innovation and experimentation. This course asks: What are the unique political opportunities and

constraints facing state and local governments? How have these changed over time? What can we learn from the policy-making activities of the states over the last 25 years? The course introduces students to the general concepts behind state and local politics and policy-making in four areas: education, health care, welfare, and the environment. 3 hrs. lect./disc. **SOC USA NOR**

PSCI 0305 American Constitutional Law: The Federal System (Not offered 2003-04)
This course examines the development of American constitutionalism through study of Supreme Court decisions. Every major topic but the bill of rights (see PSCI 0306) is covered. Using the Gunther and Sullivan *Constitutional Law* casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and seniors with PSCI 0102 or PSCI 0104 or PSCI 0306) 3 hrs. lect./disc. **USA NOR**

PSCI 0306 American Constitutional Law: Individual Rights (Fall)
This course focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and, to a lesser extent, the rights of the accused, as reflected in amendments four through eight. It includes consideration of philosophic arguments regarding speech and religion (Mill, Locke), the framing of the original bill of rights, and the constitutional history of free speech in America (Levy). Gunther and Sullivan's *Constitutional Law* is the text; written work includes three or four essays, a mock court exercise, and a final exam. (Sophomores, juniors, and seniors with PSCI 0102 or PSCI 0104 or PSCI 0205 or PSCI 0206 or PSCI 0305) 4.5 hrs. lect./disc. **PHL USA NOR** (M. Dry)

PSCI 0310 American Public Policy (Spring)
This course examines the functioning of the entire United States political system, with an emphasis on the policies or outcomes of this political system. The first part of the course will examine the context in which policy is made (e.g., history, capitalism, liberalism). The second part of the course will focus on the policy-making process. We will examine the major stages of the policy process: agenda setting, policy formulation, adoption, implementation, and evaluation. The third and final part of the course will focus on specific policy areas, such as agricultural policy and regulatory policy. 3 hrs. lect./disc. **SOC USA NOR** (C. Klyza)

PSCI 0312 Bureaucracy (Not offered 2003-04)
Bureaucracies: What are they? Why do they exist? What makes some more effective than others? How do they influence politics? This course examines the role of bureaucracies primarily in the American political context. It begins with an overview of the nature of bureaucracies and theories for their formation, followed by an examination of bureaucratic actors (managers, operators, and executives) and the context within which they work. It concludes with an attempt to assess bureaucratic effectiveness. Case studies of particular bureaucracies included to sharpen analyses. 3 hrs. lect./disc.

PSCI 0320 American Political Development (Not offered 2003-04)
This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the Civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. This course will be taught in a seminar format. (One course in American politics or American history) 3 hrs. lect./disc. **SOC HIS USA NOR**

PSCI 0420 Seminar in American Politics (Spring)
This seminar will focus primarily on readings and issues related to the American Presidency. (One course in American politics) 3 hrs. lect./disc. (M. Dickinson)

PSCI 0421 Seminar on American Environmental Politics (Fall)
In this seminar we will examine various aspects of environmental politics in the United States. Topics to be covered include the role in environmental politics of public opinion, interest group activity, Congress, the President, agencies, the courts, and state and local governments and their role in environmental politics. We will also examine case studies of conservation and environmental politics, and natural resource politics in the United States. Students will write a major research paper on an aspect of U.S. environmental politics. (PSCI/ENVS 0211) 3 hrs. lect./disc. (C. Klyza)

PSCI 0423 Science, Politics, and Public Policy (Not offered 2003-04)
Is nuclear power risky or not? Should we worry about climate change? How should we respond to biologists' reports that frog populations across the United States are declining? As such questions make clear, our understanding of science shapes our policy choices. In order to understand how, this course will begin by examining the way that scientists explain the advance of scientific knowledge. We will then

consider the way in which the media portrays science and, correspondingly, how the public interprets science-based debates. Finally, we will learn how science is used in Congress, agencies, and the courts by looking at public policy controversies over carcinogenic chemicals, acid rain, nuclear power, development of open land, and other issues. 3 hrs. lect./disc.

PSCI 0425 Seminar on the American Presidency (Not offered 2003-04)
In-depth examination of the exercise of presidential leadership from a normative and empirical perspective. What are the sources of presidential power, the constraints on its use, and the implications for the American political system? The focus is on the leadership strategies of the modern presidents (FDR through Bush). (PSCI 0102 or PSCI 0104 or PSCI 0206 or waiver) 3 hrs. lect./disc.

COMPARATIVE POLITICS

PSCI 0103 Introduction to Comparative Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC CMP**

PSCI 0202 African Politics (Fall)
In this course we will examine the challenges and possibilities that the African continent presents in our era of globalization. We will look at the process of state formation in order to appreciate the relationships between historical legacies, politics and economic development. Themes will include democratic governance, resource conservation and sustainable development, resource access (a topic that comprises such issues as the digital divide, food shortages, HIV/AIDS prevention and cure), civil strife, and vulnerable groups in civil societies (women, children, ethnic minorities). Case studies from English-and French-speaking Africa will be used to illuminate such linkages. 3 hrs lect/disc. **SOC OTH AAL** (N. Horning)

PSCI/JAPN 0210 Introduction to Japanese Politics and Society (Spring)
This course explores the nature of politics and society in contemporary Japan, and the origins of current social arrangements. Approaches from political science, sociology, and economics are brought to bear on basic issues from 1868 to the present, especially contemporary Japan. Issues include: the nature of Japanese democracy, the educational system, work, and the company, the quality of Japan's civil society, the role of minorities, causes of World War II, changes during U.S. Occupation, political changes since 1993, the role of women, the functioning of the political economy, the economic downturn of the 1990s, and the future of Japan. No previous background is required. 3 hrs. lect./disc. **SOC OTH AAL** (R. Pekkanen)

PSCI 0216 Social Capital, NGOs, and Civil Society (Not offered 2003-04)
Civil society groups have grown explosively in recent decades. Simultaneously, ideas of social capital have aroused widespread interest. This course examines a wide range of non-governmental organizations (NGOs), nonprofits, and voluntary groups under the unifying rubric of "civil society." After a theoretical introduction to this class of phenomenon, the course investigates civil societies in the United States, East and West Europe, Africa, and Asia. Topics include: growth of civil society; explanations of change in civil society over time; theories of national variation in civil societies; social capital, or consequences of civil society; and, transnational NGOs as international actors. 3 hrs. lect./disc. **SOC CMP**

PSCI 0220 Asian Politics: Nationalism and Development (Not offered 2003-04)
After a generation of national liberation, industrial revolution, and economic earthquake, what lies ahead for the ancient societies and new states of Asia? We will analyze four case studies of modernizing traditional societies that are attempting to maintain national integrity in an increasingly interdependent global economy and environment. We will examine the partition of the British Raj into India and Pakistan, today's nuclear rivals in South Asia; Vietnam's wars of independence and its current demilitarized struggle against a multinational corporate invasion; cultural schism and political schizophrenia in Indonesia and the Philippines; and the rise and fall of the Communist dynasty in China, from Maoism to Market Leninism. 3 hrs. lect./disc. **SOC OTH AAL**

PSCI 0225 West European Politics (Not offered 2003-04)
An introduction to the domestic politics of Western Europe since 1945, focusing on Britain, France, Germany, Italy, Spain, Sweden, and the European Union. Topics include representation, the role of the state in promoting economic growth, social capital and democratic performance, transitions to democracy, and the welfare state. The second half of the course will focus on issues high on the current European agenda, including unemployment, economic reform, the rise of far-right parties and globalization. 3 hrs. lect./disc. **SOC EUR**

PSCI 0227 Soviet and Russian Politics (Spring)
This course seeks to introduce the student to a major phenomenon of twentieth century politics, the rise and decline of the Soviet Union and the emergence of Russia as its successor state. The first part of the course provides an overview of key factors that influenced Russian and Soviet politics under communism, including history, economy, ideology, institutions of the communist party, and the role of politi-

cal leadership from Lenin to Gorbachev. The second part surveys radical political and social transformations in the 1990s and analyzes Russia's struggle with the twin challenges of democratic and market reform under Yeltsin and Putin. 3 hrs. lect./disc. **SOC HIS OTH EUR** (M. Kraus)

PSCI 0228 East European Politics (Fall)
This introductory course surveys the key stages in the political development of East and Central Europe in the twentieth century, including the imposition of communist rule, crises of de-Stalinization, the revolutions of 1989, the politics of post-communist transitions, the Balkan wars, and democratization. It focuses on those factors that either promote or impede the development of stable democratic regimes and assesses East Europe's prospects in the context of EU enlargement and NATO expansion. 3 hrs. lect./disc. **SOC HIS EUR** (M. Kraus)

PSCI 0230 Comparative Development Strategies (Not offered 2003-04)
Why have some countries developed more rapidly than others? What do we mean by "development?" How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now "developed" countries, followed by an examination of how difference countries have confronted the dilemmas of development of the twentieth century. 3 hrs. lect./disc. **SOC OTH CMP**

PSCI 0240 Race Around the World: The Comparative Politics of Ethnic Diversity (Not offered 2003-04)
This course aims to promote reflection on the interactions between the state and ethnic and racially diverse societies. What effect do governments' actions have on ethnic or racial identities and mobilization? What kind of equality if-any should states and citizens seeks within their borders? How do states' actions affect the likelihood of national cohesion and social peace between racial and ethnic groups? To address these questions, we will compare the United States to South Africa, India, Brazil, and Western Europe. Are there lessons that can be learned from abroad that shed light on the politics of race in this country? 3 hrs. lect./disc. **SOC OTH CMP**

PSCI/JAPN 0307 Political Economy of Japan (CW) (Not offered 2003-04)
This course provides a comprehensive overview of the political economy of Japan, focusing on the interlinkages between politics and economics. We will examine the rise and fall of the Japanese developmental state, from its historical origins in the 19th century to its mid-20th century flowering as both the greatest developmental success and the greatest theoretical puzzle of the century. Topics include causes of the "bubble" — potentially the greatest financial crisis in world history — the political logic delaying its cure, and Japan's future prospects. (PSCI/JAPN 0210 or PSCI 0304) 3 hrs. lect./disc. **HIS SOC AAL OTH**

PSCI 0324 The Political Development of Western Europe (CW) (Fall)
In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the twenty-first century. 3 hrs. lect./disc. **SOC EUR CMP** (A. Stanger)

PSCI 0335 Latin American Revolutions (Spring)
This course examines the causes, goals, and outcomes of revolutions in twentieth-century Latin America, with special reference to Mexico, Cuba, Venezuela, Chile, and Nicaragua. It seeks to understand (1) why this region has experienced so many revolutions; (2) what their political, economic, or social impact has been; (3) what factors have kept revolutionaries from achieving their political, social, or economic goals. Alternative causal explanations are presented, in-depth case study analysis conducted, and key "limiting" factors are identified. 3 hrs. lect./disc. **SOC OTH AAL** (M. Williams)

PSCI 0336/INTL 0435 Religion and Conflict (Not offered 2003-04)
See International Studies listing for description under INTL 0435. All registration for this course will be under INTL 0435.

PSCI 0345/INTL 0445 Ethnicity, Nationalism, and the State: Voices and Responses (Not offered 2003-04)
See International Studies listing for description under INTL 0445. All registration for this course will be under INTL 0445.

PSCI 0351/INTL 0451 Development and Democracy (Not offered 2003-04)
See International Studies listing for description under INTL 0451. All registration for this course will be under INTL 0451.

PSCI 0352/INTL 0452 Politics and the Novel (Fall)
See International Studies listing for description

under INTL 0452. All registration for this course will be under INTL 0452.

PSCI 0354/INTL 0454 Leadership: Politics and Psychology (Not offered 2003-04)
See International Studies listing for description under INTL 0454. All registration for this course will be under INTL 0454.

PSCI 0415 Democracy and Development in Latin America (Fall)
Political Science 0415 is a reading/research seminar, whose main focus is a single, yet critical question: Why have democracy and self-sustained prosperity proved so difficult to accomplish in Latin American countries? To unravel this puzzle we will approach it from a number of angles including the region's commonalties historical legacies, sociopolitical arrangements, and economic challenges, etc. and alternative theoretical perspectives. We will also probe the inherent tensions between the political realities of various countries, and the fundamental political principles of liberty, freedom, equality, and opportunity. (ECON 0225 or HIST 0286 or PSCI 0103 or PSCI 0230 or PSCI 0335) 3 hrs. lect./disc. (M. Williams)

PSCI 0416 Latin American Political Development (in Spanish) (Not offered 2003-04)
This course will examine the political development of Latin America after independence. Major topics in the course will include: leadership and caudillismo, nationalism and the relationship between Latin America and the outside world, democracy and authoritarianism, revolutionary movements and electoral systems. Readings for the course will draw on the work of Latin American social scientists and novelists, and will also include speeches and writings from Latin American political leaders. A major goal of the course is to build an ability to carry on sophisticated discussion of Latin American politics in Spanish. Most readings will be in Spanish, and all classes will be conducted in Spanish. This course will fulfill the advanced language course requirement for International Studies majors. Students may also use the course to receive elective credit in the Spanish department, though it does not fulfill the SPAN senior seminar requirement. (PSCI 0103 or PSCI 0201 or PSCI 0230 or PSCI 0303 and one 300-level course in Spanish) 3 hrs. lect./disc.

PSCI 0419 Political Economy of East Asia (Not offered 2003-04)
This seminar investigates the political economies of Japan, China, Korea, and the ASEAN-4 (Indonesia, Thailand, Malaysia, and the Philippines). The focus is on domestic politics. We also scrutinize the intersection of politics and economics in sustaining political arrangements, contributing to change, and business-government relations. Topics include: Japan's economic miracle and 1990s slow-down, China's economic opening and current tensions, economic development and crises in Korea and Southeast Asia, and differences among Japanese, Korean, and Southeast Asian firms. We will also briefly examine intra-regional political and economic linkages. (PSCI 0103 or PSCI/JAPN 0210 or PSCI 0218 or PSCI 0220 or PSCI 0304 or PSCI/JAPN 0307 or waiver.) 3 hrs. lect./disc.

PSCI 0424 Seminar on Comparative Democratization (Fall)
This seminar explores critical issues concerning transitions from authoritarian to democratic rule. It addresses such questions as: What factors account for the "third wave" of global democratic expansion? How do newly democratic societies confront their authoritarian past? Should the new leaders choose presidential or parliamentary government? What challenges confront states that are undergoing simultaneously processes of democratic change and economic transformation? What conditions favor consolidation of new democracies? Can democracy's "third wave" be sustained indefinitely, or will a wave of democratic breakdowns follow? To contend with such questions, we will analyze and compare the experience of many countries and regions. (One course in comparative politics) 3 hrs. lect./disc. (M. Kraus)

PSCI 0440 The Politics of Identity in Western Europe: Nations, Citizens, and Immigrants (Not offered 2003-04)
This seminar will provide an overview of the politics of identity in Western Europe. We will link theoretical debates about identity with current political concerns about nationalism, citizenship, and immigration in Western Europe. After exploring how to think about identities, this course asks questions such as: Where does nationalism come from? How do recent changes in citizenship and immigration policy affect national identity? How are West European nations struggling to accommodate multi-culturalism, and how confident are they that they will succeed? We will link empirical discussions of Western European societies with broader questions about identity, diversity, and social cohesion. (PSCI 0103 or PSCI 0225 or PSCI 0230 or PSCI 0324) 3 hrs. lect./disc.

PSCI 0448 Seminar on Comparative Electoral Processes (Fall)
In this course we will analyze institutions and processes that structure electoral outcomes in advanced democracies; we will examine the role in both presidential and parliament systems of candidate and leadership selection, translation of votes into legislative seats, campaign finance, the media in politics. We will also study theories of party systems and representation and how they mediate between citizens and government. A wide range of political systems

will be studied, among them the United States, Britain, France, Germany, Israel, and Japan. (PSCI 0103 or PSCI 0230 or PSCI 0324 or waiver) 3 hrs. lect./disc. (E. Davis)

PSCI 0450 Ethnic Conflict (Not offered in 2003-04)
Students will examine the phenomenon of ethnic conflict in the modern world. How important is "ethnicity" as opposed to politics, economics, or other factors in generating ethnic conflict? Is ethnic conflict inevitable? Why is it more prominent in some places than others? Can we move beyond ethnic conflict to social integration? We will consider these questions through a mix of theoretical readings and in-depth case studies of genocide, sectarian violence, state dissolution, riots, and racial tensions commonly considered ethnic conflict. 3 hrs. lect./disc.

PSCI 0454 Leadership: Politics and Personality (Spring)
What difference do leaders make? Are leaders born or made? What accounts for effective leadership? Do answers to these questions change when the social, cultural, and political context varies? This course will approach the subject of leadership from a multidisciplinary perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; (3) the role of the state and cultural context in which the leadership is exercised; and (4) the process of leading. Case studies include the United States (Clinton), Germany (Hitler), Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), the United Kingdom (Thatcher) and others. (One course in comparative politics) 3 hrs. lect./disc. (M. Kraus)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PSCI 0201 International Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC CMP** (Staff)

PSCI 0214 International Environmental Politics (Not offered 2003-04)
What happens when the global economy outgrows the earth's ecosystem? This course surveys the consequences of the collision between the expanding world economy and the earth's natural limits: shrinking forests, falling water tables, eroding soils, collapsing fisheries, rising temperatures, and disappearing species. We will examine how countries with different circumstances and priorities attempt to work together to stop global environmental pollution and resource depletion. 3 hrs. lect./disc. **SOC CMP**

PSCI 0218 Great Power Politics (Not offered 2003-04)
What role will Asia play in the formation of the New World Order? Can we hope for peace and stability across a range of issues, or should we prepare for a clash of civilizations? This course evaluates theories of international political economy by applying them to practical and policy issues, giving equal emphasis to security dilemmas and economic concerns in the contemporary world. Topics include security regimes, nuclear proliferation, territorial disputes, trade blocs, regional institutions, and monetary coordination. Readings will be drawn from political science, economics, and history. 3 hrs. lect./disc. **SOC OTH AAL**

PSCI 0226 The European Union (Not offered in 2003-04)
The European integration project was launched in the aftermath of World War II as a means of making war between European states impossible. By the 1970s, this romantic aspiration for an ever closer union of Europeans gave way to a project focused on enhancing the global competitiveness of Europe's economies. This course investigates the tension between these two visions of an integrated Europe by focusing on the historical evolution of the European Community and its institutions, practical and conceptual problems encountered in the integration process, current problems of economic and monetary union and the prospective membership of East European countries. 3 hrs. lect./disc. **SOC EUR**

PSCI 0248 International Politics of the Middle East (Not offered 2003-04)
This course will analyze regional international relations from World War I to the present, focusing on the interaction of four key factors: 1) Great Power policies; 2) the Arab-Israeli conflict; 3) regional rivalries and transnational ideologies (Pan-Arabism, Islam); and 4) domestic politics of the concerned states. Discussion topics will include the formation of the regional state system and the challenges to it; ideological factors in conflict and alliance behavior; the causes of war and peace; and the effects of domestic political and economic change on foreign policy. The course will conclude with a review of the current status of Arab-Israeli and Gulf international issues. 3 hrs. lect./disc. **SOC HIS OTH**

PSCI 0260 The Political Economy of Drug Trafficking (CW 15) (Spring)
This course examines the political economy of drug trafficking in the Western Hemisphere. How have transnational drug markets evolved, and why? What effects has narco-trafficking had on the political, economic, legal, financial, and social systems of producer, consumer, and transshipment countries? What policy responses are available to combat it? How should we weigh alternative policy options? Examination of these issues centers on source countries in Latin America's Andean region, the chief transshipment country (Mexico), and the principal

consumer country (the US). Attention also is devoted to the drug trade's effects on American society and criminal justice system. 3 hrs./lect. disc. **SOC OTH CMP AAL** (M. Williams)

PSCI 0301 Governing Globalization: International Law in World Politics (Not offered 2003-04)
Virtually everywhere one looks, international law is in vogue. In matters as diverse as economics, environment, war crimes, human rights, and military affairs, international law is increasingly affecting the way states relate to each other and to their own societies. Through a series of cases, this course focuses on the legal processes and institutions that are affecting the way globalization is governed. What formal and informal legal instruments exist in areas such as trade and finance, drugs and weapons proliferation, environmental bads and common resources, terrorism and war crime tribunals? How did these instruments come about? How and in what ways does their existence actually affect state behavior? What consequences do they then hold for the fundamental operations of world politics? 3 hrs. lect. disc. **SOC**

PSCI 0302 International Law and Organization (Spring)
The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two-thirds of the course are devoted to the role of international law, and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations' efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PSCI 0201 or PSCI 0311 or waiver) 3 hrs. lect./disc. **SOC** (R. Leng)

PSCI 0303 U.S.-Latin American Relations (Not offered 2003-04)
This course examines American foreign policy toward Latin America. Grounded in international relations theory, it chronicles the expansion of U.S. power in the nineteenth century, the interwar period, the Cold War, and the current era of continental economic integration. To ensure rigorous analysis the course sets theoretical concepts against specific case studies. Topics include the Inter-American System, specific doctrines (Monroe Doctrine, Roosevelt Corollary), specific policies (Good Neighbor Policy, Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis, Falkland Islands War, and North American Free Trade Agreement. 3 hrs. lect./disc. **SOC CMP**

PSCI 0304 International Political Economy (Fall)
This course examines the politics of global economic relations, focusing principally on the advanced industrial states. How do governments and firms deal with the forces of globalization and interdependence? And what are the causes and consequences of their actions for the international system in turn? The course exposes students to both classic and contemporary thinking on free trade and protectionism, exchange rates and monetary systems, foreign direct investment and capital movements, regional integration, and the role of international institutions like the WTO. Readings will be drawn mainly from political science, as well as law and economics. 3 hrs. lect./disc. **SOC** (J. Cason)

PSCI 0311 American Foreign Policy (Spring)
An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure, and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, American intervention in the developing world, American international economic policy, terrorism and nuclear proliferation, the role of public opinion and transnational relationships in U.S. policy decisions, and the impact of globalization on policy agendas, processes, and outcomes. 3 hrs. lect./disc. **SOC USA NOR** (A. Stanger)

PSCI 0315 Theories of International Relations (Not offered in 2003-04)
This course explores major theoretical and philosophical traditions in international politics. Realism, liberalism, idealism, Marxism/dependency, feminist theory – these and other theories define political reality in different ways. Such differences have a very great impact on our perception of political developments in the world, the way foreign policy is, or ought to be, made, and the way in which we study international relations. The course examines these theories and perspectives in historical and contemporary contexts. Seniors needing to fulfill a PSCI seminar requirement may arrange with the instructor to do so. 3 hrs. lect./disc. **PHL SOC**

PSCI 0404 Jihad vs. McWorld: The Political Economy of Globalization (Spring)
This seminar examines two major forces shaping the world today. One is "McWorld," a homogenizing trend resulting from modern technology, mass communications, and global capitalism. The other is "Jihad," a resurgence of ethnic nationalism and religious fundamentalism. Will globalization lead to more democracies or more revolutions? Will it help or hinder attempts to manage planet Earth within growing environmental constraints? We will analyze the origins, dynamics, and consequences of globalization and its counter-trends through case studies of the institutions that attempt to govern or influence state-market relations; e.g., the IMF, World Bank,

WTO, multinational corporations, civil society groups, and armed struggle movements. 3 hrs. lect./disc. (D. Rosenberg)

PSCI 0405 Causes of War (Not offered 2003-04)
An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PSCI 0201 or PSCI 0311) 3 hrs. lect./disc.

PSCI 0407 Seminar on United States-European Relations (Not offered 2003-04)
An overview of the major issues and policy dilemmas in U.S.-European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.-European Union relationships will be explored. Special consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American-European relationship. 3 hrs. lect./disc.

PSCI 0408 Seminar on U.S. Relations with Russia and East Central Europe (Not offered 2003-04)
An overview of U.S. relations with the successor states of the U.S.S.R. and East and Central Europe in contemporary and historical contexts. The course begins with a survey of political and security issues in the U.S./Soviet superpower contest to grapple with the question of what the cold war was about, who won, and why. The second half of the course assesses the extent to which American policy in the 1990s has successfully dealt with such post-cold war challenges as the breakdown of Yugoslavia or the expansion of NATO. 3 hrs. lect./disc.

PSCI 0412 Seminar on Diplomacy (Spring)
The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (PSCI 0201 or PSCI 0311 or waiver) 3 hrs. lect./disc. (R. Leng)

HONORS

PSCI 0501 Senior Honors Seminar (Fall)
The goal of this seminar is to advance the individual thesis agendas of honors students in political science. The seminar aims at improving the process of senior thesis writing through readings, methodology workshops, and individual advising. It also describes ways of doing and assessing studies like those done for political science theses in any of the four major subfields (American politics, international politics, comparative politics, and political theory). The basis for the thesis seminar is active student participation in a series of oral and written exercises. 3 hrs. lect./disc. (D. Rosenberg)

INDEPENDENT PROJECTS

PSCI 0500 Advanced Projects (Fall, Winter, Spring)
A program of independent work designed to meet the individual needs of advanced students. (Approval required) (staff)

PSCI 0700 Honors Thesis (Fall, Winter, Spring)
(Approval required) (staff)

PORTUGUESE

Visiting Instructor: Kirsten Ernst

PGSE 0101 Beginning Portuguese I (Fall)
A fast-paced introduction to Portuguese which focuses on the development of four skills: comprehension, reading, speaking, and writing. Students are expected to continue with Portuguese 0102 in winter term, and Portuguese 0103 in spring term, after successful completion of Portuguese 0101. Classes meet 5 times a week. **LNG** (K. Ernst)

PGSE 0102 Beginning Portuguese II (Winter)
Continuation of Portuguese 0101. (Portuguese 0101) **LNG** (K. Ernst)

PGSE 0103 Beginning Portuguese III (Spring)
Continuation of Portuguese 0102. Intensive reading, writing, and speaking. (Portuguese 0102) Classes meet five times a week. **LNG** (K. Ernst)

PGSE 0201 Intermediate Portuguese (Fall)
A course designed to consolidate the skills attained in PGSE 0101, PGSE 0102, and PGSE 0103. A grammar review will accompany an intensive component of readings, discussions, and compositions. (PGSE 0103) 3 hrs. lect./disc. **LNG** (K. Ernst)

PGSE 0202 Intermediate Portuguese II (Spring)
The course format is the same as PGSE 0201. The course is also an introduction to literary analysis and

critical writing and will include reading and oral discussion of literary texts. (PGSE 0201 or placement) 3 hrs. lect./disc. **LNG** (K. Ernst)

PGSE 0205 Brazilian Cultural Studies (Not offered 2003-04)
This course will serve as an introduction to 20th-century Brazilian national culture. We will analyze literary texts, anthropological essays, songs, films, and cultural icons to explore how Brazilians have defined and contested ideas about "Brazilianness." Special consideration will be given to issues of race and gender, the question of globalization, and the nature of Brazil's cultural "exports." This course will be taught in English, but students are welcome (and encouraged) to read texts in Portuguese. Authors include Freyre, Amado, DaMatta. 3 hrs lect/disc. **LIT AAL** (K. Ernst)

PSYCHOLOGY

Professors: Bob Osborne, Marc Riess; *Associate Professors:* Susan Campbell, Michelle McCauley (on leave fall), Carlos Vélez (on leave academic year); *Assistant Professors:* Jason Arndt, Marcia Collaer, Barbara Hofer, Augustus Jordan; *Visiting Assistant Professor:* Julie Dumas, Lisa Stephen; *Visiting Instructor:* Juli Krulewitz, Adela Langrock, Julie Volckens; *Lecturer:* Marianna McShane

The Department of Psychology at Middlebury College has a strong commitment to the scientific study of human mental processes, emotions, and behavior. In keeping with this philosophy, the department offers a broad range of courses that provides students with the opportunity to learn about basic research and its applications in a variety of areas, including social, cognitive, behavioral, cultural, clinical, biological, and developmental psychology.

New Requirements for the Major in Psychology (class of 2006 and subsequent classes): Please note: students in the classes of 2003-2005 may elect to complete either the old requirements (listed below) or the new requirements. The psychology major consists of a minimum of 11 courses in three categories: Foundations courses, Area courses, and Senior Work.

I. Foundations courses: The foundations courses provide an overview of the field and provide students with the background and skills necessary to understand psychology as an empirical science. The required foundations courses consist of Introductory Psychology (PSYC 0105) and the Statistics/Research Methods sequences (PSYC 0201 and PSYC 0202). Students are expected to complete the Statistics/Research Methods sequence by the end of the sophomore year, and no later than the end of the junior year.

II. Area courses: Area courses ensure that students have a broad understanding of various subfields within the discipline. They also provide students with a deeper knowledge in one of these areas.

Breadth: All students must take 4 area core courses, 1 in each of the four areas of the curriculum (Neuroscience/Cognitive; Social/Applied; Developmental/Educational; Personality/Clinical). Core courses are followed by (C) in the area lists below.

Focus: Students must take 2 additional courses in 1 of the four areas. One of these courses may be a 400-level seminar.

Lab: All students must take 1 lab course in addition to Psychological Statistics and Research Methods in Psychology. This course also may meet the breadth or focus requirements. Lab courses are followed by (L) in the area lists below.

Elective: All students must take 1 additional course. This course may be any psychology course, including a WT course or directed or independent research.

Area 1 - Neuroscience and Cognitive Psychology: PSYC 0301 (C) (L), PSYC 0302 (C) (L), PSYC 0305 (C) (L), PSYC 0309, PSYC 0418, and PSYC 0430.

Area 2 - Social and Applied Psychology: PSYC 0203 (C), PSYC 0215 (C), PSYC 0230 (C), PSYC 0300, PSYC 0307, PSYC 0310, PSYC 0313, PSYC 0401, PSYC 0405, PSYC 0420, PSYC 0422, and PSYC 0429.

Area 3 - Developmental and Educational Psychology: PSYC 0216 (C), PSYC 0225 (C), PSYC 0226 (C), PSYC 0310, PSYC 0327, PSYC 0421, PSYC 0424, and PSYC 0427.

Area 4 - Personality and Clinical Psychology: PSYC 0204 (C), PSYC 0224 (C), PSYC 0306 (L), PSYC 0315, PSYC 0408, and PSYC 0425.

III. Senior work: Senior work in psychology emphasizes the synthesis and integration of theory and research. Each student must take two senior seminars (0400-level courses) in psychology. One senior seminar course may be taken to fulfill the area focus requirement (see above). Students who meet the department requirements also may elect to complete a senior honors thesis in psychology which requires students to apply their skills and knowledge of the field to the completion of a year-long empirical research project. (See description below.)

Departmental Honors in Psychology: Students who seek to graduate with departmental honors should consult with a faculty member no later than the junior year to begin actively planning their research. The psychology thesis requires three semesters (including Winter Term) of independent research. During the fall term of the senior year, candidates will enroll in PSYC 0500. During the winter and spring terms, after meeting the special requirements listed in the course description and being accepted into honors candidacy, they will enroll in PSYC 0703. A minimum of a B+ average in psychology department courses is needed for admission to honors candidacy. Students who complete an honors thesis in psychology can count PSYC 0703 for one of their two senior seminar requirements provided that the seminar they take is not in the same content area as their thesis.

Old Requirements for the Major in Psychology (optional for classes of 2003-2005): Eleven courses in psychology including the following: (1) PSYC 0105, PSYC 0201, and PSYC 0202; (2) four core courses from among PSYC 0203, PSYC 0204, PSYC 0207, PSYC 0215 (or PSYC 0230 or PSYC 0327), PSYC 0224, PSYC 0225 (or PSYC 0216 or PSYC 0226), PSYC 0301, PSYC 0302, PSYC 0303, PSYC 0305, PSYC 0306, at least one with laboratory; (3) one 0300-level course (lab or nonlab, but not counted in (2) above); (4) two PSYC 0400-level seminars (not both PSYC 0412 and PSYC 0425) (PSYC/PS/IS 0454 may not count as a 0400-level seminar but may count as an elective); (5) one elective (any fall, spring, or winter PSYC course). It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PSYC course minimum.

Required for the Minor in Psychology: Five psychology courses, including the following: (1) PSYC 0105; (2) two core courses from among PSYC 0201, PSYC 0202, PSYC 0203, PSYC 0204, PSYC 0207, PSYC 0215 (or PSYC 0327), PSYC 0224, PSYC 0225 (or PSYC 0216 or PSYC 0226), PSYC 0301, PSYC 0302, PSYC 0303, PSYC 0305, PSYC 0306 (at least one with laboratory); (3) one 0300- or 0400-level course (a course may not be double counted for both requirements (2) and (3)); (4) one elective (any fall, spring, or winter term PSYC course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PSYC 0105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology (available only to students entering before 9/01): The requirements are BIOL 0190, BIOL 0195, BIOL 0216, BIOL 0250; one of BIOL 0201, BIOL 0202, BIOL 0203, BIOL 0310; one 0300- or 0400-level BIOL course; one biology elective; PSYC 0105; PSYC 0201; PSYC 0301; two core courses from PSYC 0203, PSYC 0204, PSYC 0206, PSYC 0207, PSYC 0215 (or PSYC 0327), PSYC 0224, PSYC 0225 (or PSYC 0216 or PSYC 0226), PSYC 0302, PSYC 0303, PSYC 0305; one 0400-level seminar; and one PSYC elective (any fall, spring, or winter PSYC course). Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

Major in Neuroscience: See Neuroscience Program listing for a description of this major.

Joint Major in Psychology and Sociology: Required psychology courses: PSYC 0105; PSYC 0201; PSYC 0203; two core courses from PSYC 0204, PSYC 0207, PSYC 0215 (or PSYC 0327), PSYC 0224, PSYC 0225 (or PSYC 0216 or PSYC 0226), PSYC 0301, PSYC 0302, PSYC 0303, PSYC 0305, PSYC 0306; one 0400-level seminar; and one elective. Required sociology/anthropology courses: SOAN 0105; SOAN 0252; either SOAN 0301 or SOAN 0302; SOAN 0305; one of SOAN 0103, SOAN 0191, SOAN 0288, or SOAN 0355; one 0400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 0400-level seminar in either sociology or psychology. Students should consult their adviser about honors in the joint major.

PSYC 0105 Introduction to Psychology (Fall, Spring)

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to seniors. Open to juniors by permission only.) 3 hrs. lect., 1 hr. disc. **SOC** (fall: J. Arndt, M. Collaer, M. Riess, ; spring: J. Krulewitz, A. Langrock, M. Riess)

PSYC 0201 Psychological Statistics (Fall, Spring)

This course will examine statistical methods used in the behavioral sciences. Students will learn the logic underlying statistical analysis, focusing primarily on inferential techniques. They also will become familiar with the application of statistics to psychological research, including the use of computer software for conducting and interpreting statistical tests. (Not open to students who have taken MATH 0106 or MATH 0116 or ECON 0210 previously or concurrently; PSYC 0105) 3 hrs. lect., 1 hr. lab. **DED** (fall: M. Collaer; spring: M. Collaer, A. Jordan)

PSYC 0202 Research Methods in Psychology (CW 15) (Fall, Spring)

This course will provide students with an understanding of the research methodology used by psychologists. Students will learn to read psychological studies and other related research as informed consumers. Students will collect, analyze, and interpret data during lab assignments. They will also design an empirical study, review the related literature, and write a formal APA-style research proposal. (Not open to first-year students; PSYC 0105 and PSYC 0201) 3 hrs. lect., 1 hr. lab. **DED** (fall: J. Arndt; spring: M. McCauley)

PSYC 0203 Social Psychology (Fall)

Social psychology is the study of how social situations affect the thoughts, feelings, and behaviors of individuals. This course will provide an overview of social psychological theory and research findings, as well as reviewing the ways in which these findings are applied to the study of issues such as aggression, close relationships, prejudice, and altruism. Students will also learn about the research methods that social psychologists use to test their theories. (PSYC 0105; not open to seniors except by waiver) 3 hrs. lect., 1 hr. disc. **SOC** (fall: J. Krulewitz)

PSYC 0204 Personality Psychology (Spring)
This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. (PSYC 0105, not open to seniors except by waiver) 2 hrs. lect., 1 hr. disc. **SOC** (L. Stephen)

PSYC 0207 Conditioning and Learning
(This course has been renumbered as PSYC 0302) **SCI**

PSYC 0210 Alcohol Use and Abuse (Spring)
This course offers an in-depth examination of alcohol use and abuse in contemporary American society. Topics covered will include alcoholism vs. problem drinking vs. social drinking; current state, regional, and national drinking patterns; clinical differentiation of alcohol abuse and alcohol dependency; dual diagnosis; disease or disorder debate; epidemiology; chronic and acute effects on the central nervous system; medical consequences; fetal alcohol syndrome; adverse social consequences; patterns of usage and effects on women and African American, Hispanic American, Asian American, and Native American populations; pattern of usage and outcomes for college students; models for prevention, intervention, and treatment. (Open to seniors by waiver only) 3 hrs. lect. **SOC** (M. McShane)

PSYC 0215 Applied Psychology (Not offered 2003-04)
This course will focus on how psychological theories and research are applied to societal problems. The psychologist's role in business (employee satisfaction, personnel selection), marketing (why we buy what we buy), health and sports (the function of stress and anxiety on performance and well being), as well as how our physical environment influences our well being. Students should possess a strong interest in what psychologists can contribute to society and how they go about doing so. (PSYC 0105) **SOC**

PSYC 0216 Adolescence (Fall)
This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychological issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. (PSYC 0105) 3 hrs. lect., 1 hr. disc. **SOC** (B. Hofer)

PSYC 0224 Psychological Disorders (Fall, Spring)
This course will provide an overview of the abnormal mental processes and behaviors currently classified as psychopathological. Data and issues related to the diagnosis, incidence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, humanistic, and social factors that contribute to each disorder. (PSYC 0105) 3 hrs. lect. **SOC** (fall: M. Riess; spring: A. Jordan)

PSYC 0225 Child Development (Fall, Spring)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (PSYC 0105) 2 hrs. lect./1 hr. disc. **SOC** (A. Langrock)

PSYC 0226 Adulthood and Aging (Not offered 2003-04)
Development does not stop with adolescence. As we progress through early, middle, and late adulthood, we undergo distinct physical, emotional, social, and cognitive changes that impact upon our lives and the lives of others. This course will consider these changes and the theories that have been developed to explain them. A primary emphasis of this course will be how the rapidly aging population of the United States will influence psychological theory, resource allocation, and the social concerns of the near future. (PSYC 0105) **SOC**

PSYC 0230 Psychology and Work: An Introduction to Industrial/Organizational Psychology (Spring)
Students will learn how psychology is applied in industry and business settings. In particular, we will examine the psychological assessments used in hiring, evaluating, and training employees; issues involving harassment at work; organizational attitudes and behavior; and employee satisfaction, stress and well being, work motivation, and leadership. Students will design a structured interview and perform job analysis, read empirical research, and address the basic

issues of validity in work assessments. (PSYC 0105) **SOC** (M. McCauley)

PSYC 0300 Addiction (Not offered 2003-04)
This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (1 psychology course beyond PSYC 0105; first-year students by permission only)

PSYC 0301 Physiological Psychology (Fall)
This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PSYC 0105 or any biology course) 3 hrs. lect./3 hr. lab. **SCI** (B. Osborne)

PSYC 0302 Conditioning and Learning (Spring)
This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. A self-scheduled lab is part of this course. A one-hour prelab is no longer part of this course. 3 hrs. lect. **SCI** (B. Osborne)

PSYC 0303 Sensation and Perception (Not offered 2003-04)
The study of perception is the oldest part of modern psychology. It developed from attempts to answer two questions: "How do we know what we know about the world?" and "Why does the world appear the way it does?" Since much of what we know about the world comes from our senses and perceptions, study of these processes has given psychologists some answers to these questions. Through lectures, laboratory investigations, discussions and demonstrations, we will study all five senses, with emphasis on vision and hearing, and explore topics like: psychophysics, color vision, tone perception and object recognition. (PSYC 0105 and PSYC 0201 or by waiver)

PSYC 0305 Cognitive Psychology (Spring)
Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (PSYC 0105; PSYC 0201 previously or concurrently; recommended: PSYC 0202) 3 hrs. lect./3 hrs. lab. **SCI** (J. Arndt)

PSYC 0306 Psychological Assessment (Not offered 2003-04)
This course will cover the major techniques that psychologists use in the assessment of personality, psychopathology, and attitudes, including the Rorschach, the Thematic Apperception Test (TAT), intelligence testing, the MMPI-2, projective drawings, Thurstone and Likert scales, behavioral assessment, and the assessment interview. In lectures you will learn about the reliability, validity, construction, and standardization of these instruments. In laboratories, you will begin to learn about the administration, scoring, and interpretation of these psychological tests. Assignments involve writing psychological reports based on assessment data. (Not open to first year students; PSYC 0105 and one additional psychology course)

PSYC/WAGS 0307 Human Sexuality (Not offered 2003-04)
This course will provide an introduction to the biological, psychosocial, behavioral, and cultural aspects of human sexuality. Specifically, the course will cover topics such as the physiology of sexual response, love and the development of sexual relationships, sexual orientation, contraceptive use, and sexually transmitted diseases. Emphasis will be given to discussion of relevant social issues, including sexual harassment, pornography, and cyberspace sexuality. Students will be encouraged to critically evaluate the sexual norms, attitudes, and practices of their own and other cultures. (Not open to first year students; two psychology courses)

PSYC 0309 Psychopharmacology (Spring)
This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, biochemical principles of drug action and dependence, and how legal and illegal drugs alter the behavior of humans and experimental animals (including mood, learning, and motivation). (Not open to first-year students; one course in psychology, biology or chemistry) 3 hrs. lect. **SOC SCI** (M. Collaer)

PSYC 0310 Cultural Psychology (Fall)
For most of its history, the study of psychology has involved the search for universal aspects of human behavior and mental processes. A growing body of recent research, however, suggests that the values and commitments of our cultural environment can shape ways of knowing, habits of thought, sense of self, emotions, and reasoning. In this course we will

explore how mind and culture are mutually constituted, with attention to examples of high contrast, particularly "western" and "eastern" perspectives. Our goal is to develop a broader understanding of the role of culture in psychological processes, as well as to address implications of such psychological understanding for a global, multicultural society. (PSYC 0105 or by approval; not open to first-year students or to students who have taken PSYC 1057) 3 hrs. lect. **SOC CMP** (B. Hofer)

PSYC 0313 Legal Psychology (Not offered 2003-04)
This course will provide an overview of the role of psychological research in the legal system. Students will be asked to consider how psychology is intertwined with legal decisions of guilt, a defendant's competency to stand trial, eyewitness behavior, jury selection, jury decision making, capital punishment, the insanity defense, and other relevant topics. In addition to the text, students will read empirical studies and Supreme Court decisions relevant to the above topics. As psychology's role is contemplated, the strengths and limitations of the empirical research will be evaluated. (PSYC 0105 or PSCI 0102 or PSCI 0104) 3 hrs. lect. **SOC**

PSYC 0315 Approaches to Psychotherapy (Not offered 2003-04)
This course presents the central theories and practices of clinical and counseling psychology with emphasis on methods of therapeutic intervention. Students will explore the theoretical assumptions of common approaches (e.g., psychoanalytic, humanistic, cognitive, behavioral, eclectic, and other systems), watch and participate in example interventions, and evaluate each approach on both theoretical and empirical grounds. Basic assumptions of the therapeutic relationship, how such relationships are established, and the role of these relationships in modern society, will also receive attention. Students will be expected to take an active role in class activities, demonstrations, and presentations. (This course previously titled, *Fundamentals of Clinical and Counseling Psychology*.) (Not open to first-year students; two psychology courses).

PSYC 0327 Educational Psychology (Fall, Spring)
The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation, and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. (PSYC 0216 or PSYC 0225) 3 hrs. lect./1 hr. disc. **SOC** (fall: L. Stephen; spring: B. Hofer)

PSYC 0350 Directed Research in Psychology (Fall, Spring)
Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. style. (*Approval required*, three psychology courses beyond the introductory level, not open to first-year students) (staff)

PSYC 0401 Environmental Problems and Human Behavior (Not offered 2003-04)
There is no longer a question that our behavior is having a negative impact on the natural environment (contributing through overpopulation and over consumption to such problems as global warming, ozone depletion, destruction of ecosystems, species extinctions, depletion of resources, pollution, etc.) The purpose of this course is to examine critically the role psychology has played in contributing to these problems and how understanding psychological principles may help us in problem solutions. We will consider such issues as fundamental human nature, our concept of self, limitations on problem solving ability, attitude formation and change, and models of behavior change. (Open to juniors and seniors only)

PSYC 0405 The Psychology of Racial/Ethnic Minorities (Not offered 2003-04)
This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (Open to junior and senior psychology majors or by approval only)

PSYC 0408 Psychology of Marriage and Family Systems (Fall)
In this course, psychology majors will study the origins, historical development, and controversies of a systemic approach to marriage and family life. Students will read original sources and will actively participate in theory development and critique

regarding "normal" and "pathological" family life. Dominant and emerging social science perspectives, from "individual" psychology to systemic theories to postmodern narrative therapy, will be explored. (PSYC 0105 and PSYC 0224; open to junior and senior psychology majors and minors only) 3 hrs. lect. (A. Jordan)

PSYC 0418 Biological Basis of the Mind: The View from When Things Go Wrong (Fall)
In this course we will examine neurological, psychological, and psychiatric disorders that shed light on the biology of the brain and its relationship to the mind and behavior. Disorders of study may include depression, Parkinson's disease, Tourette syndrome, schizophrenia, disorders of memory, and others. Case studies and clinical observation will be combined with the study of the brain circuitry and chemistry thought to underlie the disorders. Restricted to juniors and seniors with a background in physiology. (PSYC 0301 or BIOL 0370, or PSYC 0224) (J. Dumas)

PSYC/WAGS 0420 Psychology of Women and Gender (Fall)
This seminar will examine the development of theory and research on psychological issues relating to women and gender. Topics such as gender differences and similarities, stereotypes, and gender learning will be addressed. The course will also explore the impact of these issues on individuals' self-views and on relationships between women and men. Students will learn the skills necessary for thinking critically about gender issues as they are discussed and portrayed in academic and popular media. (Junior or senior Psychology or Women's and Gender Studies majors) (S. Campbell)

PSYC 0421 Seminar in Cognitive Development (Not offered 2003-04)
How does the immature mind of a newborn develop into the sophisticated and complex mind of the adult? As children grow older, their abilities to perceive, communicate, think, and remember undergo dramatic changes. This course will focus on the changes that accompany development in a wide variety of mental abilities. Such abilities include, but are not limited to, learning, memory, language, and reasoning. Theoretical perspectives that attempt to explain and predict these changes, as well as milestones in intellectual development, will be considered. (PSYC 0225 or PSYC 0305; open to juniors and seniors only)

PSYC 0422 Children in the Legal System (Not offered 2002-03)
This seminar will provide an in-depth study from the psychological issues around children's participation in the legal system. We will discuss the historical role of children in court, the legality of using protective measures such as closed-circuit TV with child witnesses, the accuracy and suggestibility of children's reports, techniques to improve children's recall and testimony, custody issues in divorce cases, and special concerns of juvenile offenders. Readings consist of book chapters, empirical articles, as well as amicus briefs and Supreme Court cases relevant to child witnesses. (Open to juniors and seniors only; PSYC 0202 or PSYC 0313)

PSYC 0423 Emotional Development (Not offered 2003-04)
Understanding emotions is central to understanding human development. This seminar will examine the theory and research on emotions from a variety of disciplines including philosophy, biology, and developmental, clinical, and social psychology. We will examine and discuss a variety of topics such as the physiological substrates of emotions, the role of emotions during social interactions, the effects of emotions on cognitive functioning, and associations between emotional distress and psychopathology. Students will be evaluated on in-class participation and presentations, written assignments, and a research project. (PSYC 0216 or PSYC 0225) (Open to junior and senior majors only)

PSYC 0424 Exceptional Learners (Spring)
The purpose of this senior seminar is to provide a foundation and analysis of psychological, biological, social, and legal concepts related to the education of students with special needs. We will investigate the basic characteristics and educational needs of children and adolescents who have been determined to differ significantly from others in terms of mental, physical, and/or emotional characteristics and how teachers, psychologists, and other professionals might best provide appropriate and equitable educational services. Students will design and participate in community-based service-learning projects. (PSYC 0216 or PSYC 0225 or PSYC 0327 [formerly PSYC 0227]; open to juniors and seniors only) 3 hrs. lect. (B. Hofer)

PSYC 0425 Diagnosis Using DSM (Spring)
In this advanced seminar, we will take an active-learning, case-study, approach to the diagnosis of mental disorders. In other words, you will learn about the diagnosis of psychopathology by making diagnoses of persons in biographies, novels, and films. We will focus on how to make differential diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Thus, you will be learning the particular symptoms, signs, and diagnostic criteria of many mental disorders. You will learn how to identify them in specific cases and apply them to making valid diagnoses. (PSYC 0224; open to juniors and seniors only) 3 hrs. lect. (M. Riess)

PSYC 0427 Stress & Coping: Across the Lifespan (Fall)
The ways we respond to stress can affect our physical and psychological well-being. In this course we will assess the strengths and weaknesses of the different conceptual models of coping. In addition, we will examine the validity and reliability of a variety of methods utilized to assess coping responses. We will investigate whether differences in gender or developmental stage account for individual differences in responses and whether coping mediates the association between exposure to stress and psychopathology. Students will be evaluated on the basis of in-class participation, written assignments, and a research project. (One 0200- and one 0300-level psychology course; open to junior and senior psychology majors only) 3 hrs. lect. (A. Langrock)

PSYC 0429 The Psychology of Social Identity (Spring)
This advanced seminar will examine the underpinnings of our different social identities including those related to race, ethnicity, and sexuality. We will draw from theory and research in social, evolutionary, and cultural psychology, as well as from resources in sociology and history to understand the surprisingly fluid nature of the categories that define who we are. This course will embrace issues such as ethnic conflict, group hierarchy, prejudice and discrimination, and homosexuality. (Open to junior and senior majors only) (J. Volckens)

PSYC 0430 Memory: A User's Guide (Spring)
Why do we have trouble remembering our assignments, but do so well at "Jeopardy?" How can I remember names better? A deep understanding of how people remember will allow us to answer these and many other questions. Topics include information processing models of short term, long term and working memory, connectionist and network models, as well as cognitive neuroscience approaches. Readings will be a mixture of textbooks and journal articles. The class will have a seminar format, with emphasis on student presentations and contributions. Evaluations will be based on a research project, in-class presentations and reaction papers. (PSYC 0201; open to juniors and senior majors and minors only) (3 hrs. lect.) (J. Arndt)

PSYC 0432 Genes and Behavior (Not offered 2003-04)
This class will investigate the fascinating and rapidly changing topic of how our genetic makeup influences our behavior. After an overview of basic genetics, we will explore subjects such as cognitive abilities, personality, and the interaction between genetic and environmental influences. We will also explore certain atypical situations, such as mental retardation and schizophrenia. We will rely on both textbook material and primary scientific literature for classroom lecture and discussion. Restricted to juniors and seniors in psychology.

PSYC 0500 Advanced Research (Fall, Winter, Spring)
A program of research arranged to meet the needs of advanced students majoring in psychology. (Approval required) (staff)

PSYC 0703 Honors Candidacy (Fall, Winter, Spring)
Students hoping to be considered as candidates for departmental honors must enroll in PSYC 0500 under the sponsorship of a department faculty member and submit a formal, written research proposal to the department by 5 p.m. on Monday of the eleventh week of fall classes in their senior year. If the proposal is approved, the student will enroll in PSYC 0703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. (Feb graduates should consult with their advisors about the appropriate semester in which to begin a thesis.) An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for high or highest honors. (PSYC 0201 and PSYC 0202, *Approval required*) (staff)

RELIGION

Professors: E. Burke Rochford, Robert Schine, Larry Yarbrough (chair); *Assistant Professors:* James Calvin Davis, Rebecca Kneale Gould, William Waldron; *Instructors in Religion:* Laura Lieber, Elizabeth Morrision, Suleiman Mourad, Diane Tomkinson

The Department of Religion offers students the opportunity to become acquainted with the major world religions and with religious approaches to a wide range of topics and questions. Though emphasizing the study of individual religious traditions, the Religion faculty also offers courses that are comparative and interdisciplinary. In addition to courses in the traditions of Buddhism, Christianity, Hinduism, Islam, and Judaism, the department has special strengths in the areas of American Religion, Biblical studies (including Biblical Hebrew in the Classics Department), and Ethics. Members of the Department also have close ties to Environmental Studies and Women's & Gender Studies and can work with students who want to pursue majors in these programs.

Requirements for the Major: The major in religion requires satisfactory completion of 11 courses, including: (1) RELI 0110 and RELI 0120; (2) four additional courses, including at least one seminar, in one of the traditions, Biblical studies, American Religion, or Ethics; (3) three electives chosen in consultation with the adviser; (4) RELI 0400 the

Seminar on the Study of Religion; and (5) RELI 0600, the Senior Project. In consultation with their adviser, students may petition to develop their Senior Project into a thesis. The thesis is an additional course (RELI 0700), but may be included in the eleven courses required for the major. (Guidelines for the Senior Project and Thesis are available on the Department's website.)

Joint Major: In consultation with the chair, students may design a joint major in Religion and another discipline taught in the College. For guidelines on developing a joint major, see the College Handbook.

Religion Minor: The religion minor consists of five courses, at least three of which must be in one of the traditions or areas listed above and include at least one 0300-level seminar.

The Minor in Jewish Studies: (1) Any three of the following: RELI 0160 The Jewish Tradition, RELI 0260 Origins of Judaism, RELI 0261 Jewish Mystics and Philosophers, RELI 0280 Studies in Hebrew Bible/Old Testament, HIST 0350 The Jews in Modern Europe; plus (2) RELI 0360 Seminar in Jewish Thought.

Departmental Honors: Graduation with departmental honors requires at least a B+ on the Senior Project and a B+ average in courses counted toward the major. Only students who have completed a thesis are eligible for high and highest honors, which require A- and A respectively and at least a B+ in other courses counted toward the major.

INTRODUCTORY COURSES

RELI 0110 Introduction to Western Religious Life and Thought (Spring)
An introduction to the major religious traditions of the West: Judaism, Christianity, and Islam. 3 hrs. lect., 1 hr. disc. **PHL CMP** (S. Mourad, D. Tomkinson)

RELI 0120 Introduction to Asian Religions (Fall)
An introduction to the major religious traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through the selected scriptures and texts of each tradition. 3 hrs. lect., 1 hr. disc. **PHL OTH AAL** (W. Waldron, E. Morrison)

RELI 0130 The Christian Tradition (CW 10) (Fall)
An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, the Reformation, and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-Enlightenment period and end with some contemporary issues. Limited places available for students to satisfy the College writing requirement. 3 hrs. lect. **PHL EUR** (D. Tomkinson)

RELI 0140 Hindu Traditions of India (Spring)
An introduction to Hindu religious traditions of India, this course will trace the development of Hindu mythology, philosophy, and society from Vedic times to the present, with special reference to the law of karma, caste, dharma, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical literatures, major sectarian divisions, and diversity of expressions. 3 hrs. lect. **PHL OTH AAL** (W. Waldron)

RELI 0150 The Islamic Tradition (Fall)
This is a historical and thematic introduction to the Islamic tradition and the worldwide Muslim community, with a special emphasis on the medieval period. Stressing sources, doctrines, religious institutions and practices, topics will include: Arabia and the Near East before Islam; the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the spread of Islam and the formation of Islamic identities; the development of the traditions of Hadith and Shariah; the major sects, schools of law and theology including Mu`tazila, Sunna, Shi'a, and the mystical movement (Sufism); the diversity in Islamic beliefs and practice; art and architecture; and the intricate relation between religion and politics in shaping religious doctrines. 3 hrs. lect., 1 hr. disc. **HIS PHL OTH AAL** (S. Mourad)

RELI 0160 The Jewish Tradition (Spring)
An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. 3 hrs. lect. **PHL** (L. Lieber)

RELI/HIST/AMCV 0170 Religion in America: From Protestantism to Pluralism (Spring)
America has often been paradoxically defined as both the "most religious" and "least religious" of nations. This course, an historical survey of American religious life, will trace the unique story of American religion from colonial times to the present. Along the way, we will examine Puritan life and thought, the emergence of evangelicalism, liberal and radical challenges to the Protestant mainstream, the impact of

Jewish and Catholic immigration, African-American religious experience, the importance of women's history, and the on-going challenges of religious diversity. Readings include sermons, essays, diaries and fiction, as well as secondary source material. 3 hrs. lect./disc. (formerly RE 270) **PHL HIS USA NOR** (R. Gould)

RELI 0180 An Introduction to Biblical Literature (Fall)
This course is a general introduction to biblical history, literature, and interpretation. It aims to acquaint students with the major characters, narratives, and poetry of the Jewish and Christian scriptures, with special emphasis on the ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in RELI 0280 and RELI 0281. 3 hrs. lect., 1 hr. disc. **LIT PHL** (L. Yarbrough)

RELI/HARC 0185 Art and the Bible (Spring)
This seminar will explore the biblical tradition as embodied in both the Old and New Testaments and as interpreted by a variety of major artists through painting, sculpture, prints, tapestries, and stained glass. By studying the work of art within its biblical and textual setting, we will explore the differences between biblical illustration and artistic interpretation. In addition to textual analysis, we will also consider the biblical work of art from a variety of broader perspectives, including historical, political, social, and autobiographical. 3 hrs. lect., 3 hrs. screening. **ART PHL EUR** (C. Wilson)

RELI 0190 Introduction to Religious Ethics (Fall)
This course is an introduction to the insight that western religious traditions lend to the evaluation of contemporary moral problems. To begin we will explore the various methods and authorities that Protestantism, Catholicism, Judaism, and Islam bring to ethical reflection. The second part of the course deals with specific moral issues including war, capital punishment, economic justice, environmental ethics and sexual relationships. Attention will be paid to what selected thinkers from these traditions say about these issues, but through the use of case studies the course also will provide students with the opportunity to develop their own approach to ethics. 3 hrs. lect., 1 hr. disc. **PHL** (J. Davis)

TEXT, TOPICS, AND TRADITIONS

RELI 0200-level courses are open to all students without prerequisite or permission.

RELI/SOAN 0208 The Sociology of American Religion (CW 5) (Fall)
See Department of Sociology/Anthropology for description. (formerly RE/SA 308) **PHL SOC USA NOR** (B. Rochford)

RELI 0220 The Buddhist Tradition in India (Spring)
An introduction to the development of Indian Buddhist thought, practice and institutions. The course will begin with an examination of the life of the Buddha and the formation of tradition as represented by the ThreeJewels. It will then explore the elaboration of the Buddhist tradition from early Nikaya Buddhism, through the rise of the Mahayana and the development of tantra. Attention will be given throughout to parallels observable in the evolution of doctrine, cult practices and depictions of the path to Buddhist salvation. 3 hrs. lect. **PHL OTH AAL** (W. Waldron)

RELI 0224 Tibetan Tantric Traditions (Not offered 2003-04)
This course will examine the Buddhist traditions of Tibet. Following a roughly chronological outline, we examine pre-Buddhist traditions, the introduction of Indian Buddhism, its transformation into distinctive Tibetan forms, their institutional demise in the twentieth century, and the current Tibetan Diaspora. A mixture of primary and secondary sources will be used. **PHL OTH AAL**

RELI 0225 Chinese Religions (Not offered 2003-04)
An introduction to the traditions of Confucianism, Taoism, and Buddhism as they developed in Chinese history. The course will examine the context and teachings of Confucius, Lao Tzu, and Chuang Tzu, and then move on to a consideration of the introduction of Indian Buddhism into China and its impact on Chinese patterns of thinking. The Buddhist traditions of T'ien-t'ai, Hua-yen will be examined, as well as the popular movements of Pure Land and Ch'an. **PHL OTH AAL**

RELI/JAPN 0228 Japanese Religions (Spring)
We will begin our study of Japanese religions with the ancient mythology that forms the basis of Shinto (the way of the kami, or gods). We will then consider the introduction of Buddhism, Confucianism, and Daoism to Japan and examine how these traditions were accepted, absorbed, and adapted. We will also investigate Japanese reactions to Christianity in the sixteenth century and the appearance of "new" Japanese religions in the nineteenth century. Throughout, we will ask how and why Japanese have both adhered to tradition and been open to new religions. 3 hrs. lect./disc. **PHL OTH AAL** (E. Morrison)

RELI/RUSS 0231 The Russian Religious Experience (in English) (Not offered 2003-04)
See Department of Russian listings for description. **HIS PHL OTH AAL CMP**

RELI/PHIL 0232 Philosophy of Religion (Not offered 2003-04)
See Dept. of Philosophy for description. **PHL CMP**

RELI 0233 Medieval Christendom and Its Reformations (Spring)
This course explores the tension between continuity and change within European Christianity, primarily through selected writings of key figures in the renewal movements of the medieval Church. We begin with the spread of monasticism following the collapse of the Roman empire, the influence of Celtic and Germanic peoples upon Roman Catholicism, and the reforms of the Carolingian era. We then explore the renewal efforts of the eleventh through thirteenth centuries, including the Gregorian reform, the Crusades, and the *vita apostolica*, penitential, beguine, and mendicant movements. Finally, we consider how the failures and successes of late medieval reforms influenced the Protestant and Catholic Reformations of the sixteenth century. 3 hrs. lect. **PHL EUR** (D. Tomkinson)

RELI 0235 Christianity and Modern Culture (Not offered 2003-04)
We live in a world at once intensely religious and intensely secular. Western culture calls on a secular science and technology to master our world; it turns to a secular history to interpret its past. Philosophy, psychology and literature have been emancipated from their Christian apprenticeship. And yet, few periods in Western history have produced Christian thinkers and movements as creative and lasting as our own. The nineteenth and twentieth centuries have given us great system-builders and leaders indebted to Christianity. The rise of this world, so critical of religion yet so devoted to it, is the subject of this course. **PHL**

RELI 0236 The Tradition of the Eastern Orthodox Church (Not offered 2003-04)
This course is an introduction to Christian Orthodoxy as reflected in the Greek and Russian churches. We will treat the history of Orthodoxy in the early church, its centrality in the Byzantine empire, and the division between East and West. We will examine key doctrinal issues such as Christology and Incarnation, the Holy Trinity and the Theotokos, and the divine potential of human nature. We will also look at the liturgical experience that defines Orthodoxy as a living tradition, including the veneration of icons, the role of saints and monasticism, the significance of prayer and the sacraments. Readings include both early Fathers and modern theologians. 3 hrs. lect./disc. **PHL EUR**

RELI 0238 The Catholic Tradition (Not offered 2003-04)
This course is an introduction to the thought, practices, and history of Catholic Christianity. Our study begins with a survey of the first fifteen centuries of the church's life, including the transition from persecuted sect to imperial religion, the rise of the papacy, the Great Schism, and the evolution of monasticism. We continue the narrative through the advent of colonialism and then look in depth at the historical development of a distinctively American Catholicism. Throughout our historical survey, attention is given to the theological ideas of important thinkers like John Chrysostom, Jerome, Augustine, Bonaventure, Thomas Aquinas, and John Courtney Murray. 3 hrs. lect./disc. **PHL HIS**

RELI 0255 Islam in the Modern World (Not offered 2003-04)
This course offers an in-depth study of the modern Islamic movements of the late nineteenth and early twentieth centuries. We will start by investigating the rebirth of puritanical (Wahhabis of Arabia) and resistant movements to European military challenges (Sufi orders of North Africa). The focus of the course will be the intellectual ferment that we now call "reformist Islam." The religious reform movements of Egypt, India, and the late Ottoman Empire will be closely analyzed. The course will provide a theoretical and analytical framework to explain the persistent relevance of religious movements in the modern world. The course will end with an investigation of political Islam and fundamentalist movements of the late twentieth century: Muslim Brothers, Iranian Revolution, Hezbollah, Taliban and radical Jihad groups. 3 hrs. lect. **PHL OTH AAL**

RELI 0260 Readings in Classical Jewish Texts (CW 10) (Fall)
This course introduces the major texts of post-biblical Judaism, including Midrash, the Mishnah and Talmud, Medieval biblical commentaries, and the Zohar. Passages studied will highlight legal, mythical, and mystical traditions. We will pay particular attention to the interpretive and constructive aspects of the individual passages. Readings will consist of a combination of primary texts (in English translation) and secondary readings. (Students seeking a general introduction to Judaism are encouraged to take RELI 0160.) Limited places available for students to satisfy the College writing requirement. 3 hrs. lect. **PHL** (L. Lieber)

RELI/LITS 0266 Modern Hebrew Literature in Translation (Not offered 2003-04)
Modern Hebrew is arguably the only modern language to have been purposefully revived from its ancient roots. While its literature is actively involved in creating this new language, it also explores themes of Zionism, nationalism, existentialism, enlightenment's friction with faith, Israeli and Palestinian identity, the Holocaust, and the modern Jewish condition. This course surveys modern Hebrew literature in translation, with an eye to its reflection of

Judaism, Zionism, and Israeli national identity. Authors include Agnon, Bialik, Tchernichowsky, Oz, Yehoshua, Goldberg, Appelfeld, Amichai, Gilboa, Rachel, and others. No knowledge of Hebrew required. 3 hrs. lect. **LIT OTH AAL**

RELI/HIST/AMCV 0271 The Puritans and Their Cultured Despisers (CW) (Spring)
The Puritans were narrow-minded fundamentalists who hated sex, beauty, and anything fun. Right? Wrong! In this course we will examine voices in American literature and culture from Hawthorne to Arthur Miller who bequeathed to us this stereotype. Then we will look beyond the popular impressions to recover the "real" Puritans-the sensitive moralists, imaginative poets, sophisticated political scientists, and innovative philosophers who emerged from colonial New England. By rediscovering these creative thinkers and social visionaries, students will be equipped to better understand American society's indebtedness to its Puritan past. 3 hrs. lect./disc. **PHL HIS USA NOR** (J. Davis)

RELI/SOAN 0273 American Religious Communities (Not offered 2003-04)
The course considers the emergence and development of a variety of religious communities and movements within the North American context, including the Shakers, the Oneida community, Evangelical Christians, Mormons, the Amish, Orthodox Jews, Conservative Catholics, practitioners of Witchcraft, Hare Krishna, and the Children of God/Family. In addition to tracing the history of each group, the course considers a number of sociological issues and questions, focusing on how religious communities struggle with the problem of linking religious belief and practice to members' everyday lives. How do religious communities seek to resist mainstream American culture in a collective effort to avoid accommodation and secularization? What forms of social organization facilitate resistance, or, alternatively, result in community fragmentation and accommodation? Why have some American religious communities been more enduring across time, while others have failed? (formerly RE/SA 373) **PHL SOC USA NOR**

RELI 0275 Separation of Church and State: Religious Foundations for an American Idea (Not offered 2003-04)
This course will consider the meaning of the religion clauses of the First Amendment, with special attention given to the ways in which different definitions of "religion" and "politics" can affect the interpretation of their relationship. Our study of this American doctrine will begin with its historical foundations in the thought of Roger Williams, Thomas Jefferson, James Madison, and Isaac Backus. We then will trace the evolution of interpretation through Supreme Court jurisprudence on church/state relations, primarily from the twentieth century. Finally, we will pay specific attention to the implications of our interpretation on current debates over issues like school vouchers, faith-based initiatives, and the tax-status of religious organizations. (formerly RE375) **PHL SOC USA NOR**

RELI 0280 Studies in Hebrew Bible/Old Testament (Fall)
This is an introductory course that treats selections from the Pentateuch, the Prophets, and the Writings in English translation, with a special focus on "heroes and heroines." Special attention will be paid to matters of genre and methods of modern biblical scholarship. Selections from recent secondary sources will augment the readings from the primary text. 3 hrs. lect. **PHL HIS** (L. Lieber)

RELI 0281 Studies in the New Testament (Not offered 2003-04)
Studies in the New Testament is an introductory level course that focuses on select themes and methods. This year the course will treat the Gospels of Matthew and John, Paul's letter to Rome, and the Epistle to the Hebrews. Recent secondary literature will augment reading of the texts. (For an introductory survey of the New Testament, see RELI 0180.) **HIS PHL**

RELI 0287 Greco-Roman Religions (Not offered 2003-04)
This course examines the diversity of religious thought and practice in the Greco-Roman world. After a brief treatment of early Greek and Roman religions, it will focus on the Hellenistic, late Republic, and early Imperial periods. Topics to be considered include: adaptation of early Greek and Roman "myths," sacrificial practices, the emergence of "oriental" religions, the Imperial cult, and critiques of religion. **PHL EUR**

RELI/WAGS 0288 Hebrew Bible and Ancient Near Eastern Religion (Not offered 2003-04)
The Bible vehemently condemns the religious practices of the nations surrounding Israel. In this course we will study Ancient Near Eastern Religions, their Goddesses, Gods, myths, practices and texts, and see how they relate to biblical religion. We will look at ancient Sumerian, Mesopotamian, Akkadian, Canaanite and Hebrew religions and see how each reflected its view of power, gender, cosmogony, and sex. We will focus on the role of women in Ancient Near Eastern religious life and to manifestations of the Divine Feminine in these traditions, including the Bible. **LIT PHL**

RELI 0289 / HIST 0243 The Mediterranean World, 400-1600 (Spring)
See Department of History for description. **HIS CMP** (L. Burnham)

RELI/WAGS 0290 Women's Religious Life and Thought (Not offered 2003-04)
This course offers an opportunity to study the rich history of women's religious experience in the West. Beginning with biblical material, we will explore the spiritual biographies of women who were active in, and often critical of, their traditions. Readings in the lives of Roman women in the late Empire; the mystical experience and reforming activity of medieval women; the expanding roles and expectations of women in the modern world; abolition; women's ordination; response to war and Holocaust; the return to orthodoxy; the contemporary world and feminist analysis of Judaism and Christianity. **PHL**

RELI 0292 Psychology of Religion (Not offered 2003-04)
Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from the theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Rikson, and Kierkegaard. **PHL SOC**

RELI 0293 Religion, Ethics, and Health Care (Not offered 2003-04)
This course is an introduction to biomedical ethics, or the principles, virtues, and other moral norms that guide decision-making in health care. Focusing on moral norms accepted by Protestant, Catholic, Jewish, and humanistic traditions and embedded in a liberal, pluralistic society, this course will consider their implications for euthanasia and assisted suicide, abortion, assisted reproduction, genetics, using human subjects in research, and other health care issues that occupy public debate. Popular films and numerous actual and hypothetical cases that raise important issues in biomedical ethics will be used throughout the course. 3 hrs. lect./disc. **PHL USA NOR**

RELI 0295 Faith, Freedom, and Ecology (Not offered 2003-04)
This course will introduce students to some of the prevailing questions in environmental ethics, ecotheology, and the emerging field of ecocriticism. What is the proper relationship between humans, the natural world, and the divine? What is our moral responsibility to ourselves and to the planet? How do freedom and constraint play a role in our choices? Do men and women experience nature (and responsibilities toward nature) differently? Lectures and readings will approach these questions from a variety of philosophical, historical, and religious perspectives (primarily Western) and will include Jewish, Christian, feminist, pragmatist, scientific, and Native American voices. 3 hrs. lect. **PHL**

SEMINARS IN RELIGION

RELI 0310 Issues in Modern Religious Thought: Women Doing Theology (Fall)
This seminar explores the theologies articulated by contemporary women from around the world who reflect upon the Christian tradition from diverse perspectives. We will study the development of North American feminist theology by white women of the socioeconomic majority, the criticisms and alternative theologies articulated by North American women of various minority groups, and the theological concerns and contributions of women from the developing world. Themes to be considered include: religious language and gender, images of the divine, the significance of the body, models of Christian community and ministry, relationship with the earth, and the influence of gender, class and ethnicity upon theology. 3 hrs. sem. **PHL CMP** (D. Tomkinson)

RELI 0315 Comparative Themes in the Study of Religion (Not offered 2003-04)
Topic to be determined by the Instructor

RELI/HIST 0318 The Crusades: Judaism, Christianty and Islam in Contact in the Middle Ages (Not offered 2003-04)
The course explores the phenomenon of the Crusades and its religious and political effects on Europe, Byzantium and the Near East, with special emphasis on the last. It also examines the differing and conflicting histories and personal accounts of the Crusades from that period, as well as the Crusaders' religious, social, medical and military networks in the eastern Mediterranean. Required readings include excerpts from the works of Jewish, Christian and Muslim historians and religious scholars of the time. 3 hrs. sem. **PHL HIS OTH**

RELI 0319 Jerusalem: Its Sanctity According to Judaism, Christianity and Islam (Spring)
Jerusalem is a unique city in that the three monotheistic traditions—Judaism, Christianity and Islam—share in creating its glorious heritage. Over three millennia, their respective impact on its religious and spiritual significance are as noticeable as their historical and archaeological traces are on its landscape. This seminar will examine the status of Jerusalem according to each religion in ancient, medieval and modern times. The interplay of religion and politics ultimately helped form Jerusalem's legacy. (RELI 0110 or RELI 0130 or RELI 0150 or RELI 0160 or by waiver). 3 hrs. sem. **PHL OTH** (S. Mourad)

RELI 0320 Seminar in Buddhist Philosophy (Not offered 2003-04)
Topic to be determined by the Instructor

RELI 0325 Seminar in Buddhist Studies: Chan/Zen Buddhism (Spring)
What is Zen? In this seminar, we will examine the history, teachings, and practices of the school of Chinese Buddhism known as Chan. We will also study the transmission and further development of Chan in Korea and Japan, where it is called Sôn and Zen, respectively. Drawing on primary sources, we will delve into Chan/Zen debates on the role of meditation, the nature of enlightenment, and the status of language. We will conclude with a brief consideration of Zen in the West. (RELI 0120 or by waiver) 3 hrs. sem. **PHL OTH AAL** (E. Morrison)

RELI 0327 Seminar in Taoism (Fall)
We will examine the history, practices, and philosophies of Taoism (or Daoism), the "unofficial high religion of China" and a complex, internally diverse tradition. We will begin with the Tao te ching and Chuang tzu, seminal texts for the Taoist tradition. We will then trace the emergence of Taoist practices and beliefs through a series of dramatic textual revelations and ongoing interaction with Confucianism, Buddhism, and local cults. Topics to be investigated include self-cultivation, a pantheon of celestial gods and officials, a quest for immortality, divination, inner alchemy, and messianic and apocalyptic thought. We will conclude by considering contemporary Taoism. 3 hrs. sem. **PHL OTH AAL** (E. Morrison)

RELI 0328 Seminar on Japanese Religions (Not offered 2003-04)
Topic to be determined by the Instructor

RELI 0330 Seminar in Christian Studies: Varieties of Christian Spirituality (Spring)
This course will explore the unity and diversity of Christian Spirituality. Selections from the New Testament, other early Christian literature, and the writings of various saints, reformers, and spiritual teachers will explore how individual Christians within changing historical and cultural contexts have articulated their search for, experience of and response to the divine. We will consider how shifting emphases on transcendence and immanence, contemplation and action, sacrament and word, nature and grace, freedom and order, and the communal and the personal, have been expressed in key spiritual movements of Eastern Christianity, Roman Catholicism and Reformed Protestantism. 3 hrs. sem. **PHL** (D. Tomkinson)

RELI 0350 Seminar in Islam (Not offered 2003-04)
Topic to be determined by the Instructor

RELI 0360 Seminar in Jewish Thought (Not offered 2003-04)
Topic to be determined by the Instructor

RELI 0361 Seminar in Ancient Judaism (Not offered 2003-04)
Topic to be determined by the Instructor

RELI/AMCV 0370 Seminar in American Religion: Religion and Social Change in Modern America (Fall)
What is the relationship between religious commitment and the transformation of society? Does religion foster or impede social reform? This seminar will explore such questions with attention to some major upheavals in the nineteenth and early-twentieth centuries. Cases include: Transcendentalist reforms (Emerson and Thoreau), debates over slavery, the quest for women's rights and the challenges of urbanization. While our focus will be on earlier periods, we will also consider, comparatively, more recent cases. Our task will be not only to interpret the dynamic relationship between religion and social change, but also to understand how earlier events shape American society today. 3 hrs. sem. (RELI 0110 or RELI 0120 or by waiver) **PHL USA NOR** (R. Gould)

RELI 0371 From Puritanism to the Gospel of Wealth (Not offered 2003-04)
Scholarship and popular rhetoric alike often claim that the American obsession with economic advancement is a manifestation of our "Puritan spirit." In reality, however, the Puritans understood both personal industry and a commitment to the larger social good to be mutually binding, and sometimes competing, moral values. This course contends that the *tension* between personal wealth and the common good is the true "Puritan spirit." We will examine the ways in which this tension was reinterpreted in successive generations of American Christianity, culminating in the stand-off between the Social Gospel and Carnegie's "gospel of wealth" at the turn of the twentieth century. (RELI 0170 or RELI 0271 or by waiver) **PHL HIS USA NOR**

RELI 0376 Religion and American Politics (Not offered 2003-04)
Does religion belong in politics? Should religious reasons be permitted in public political debate? Should candidates for office publicly declare their religious beliefs? Are orthodox Christianity, Judaism, and Islam fundamentally incompatible with democratic principles? This course examines these and similar questions regarding the relationship between religion and American democracy. We will study the role religion does in fact play in American politics, but primarily we will ask what role, if any, religion should play in politics. We will consider this last question by consulting a number of important contem-

porary political philosophers and theologians. (RELI 0190 or RELI 0275 or any course in Political Science, Philosophy or American Civilization or by waiver) 3 hrs. sem. **PHL SOC**

RELI 0380 Seminar in Biblical Studies (Not offered 2002-03)
Topic to be determined by the instructor.

RELI 0381 Seminar in the New Testament: Paul and his Legacy (Spring)
The apostle Paul was one of the most important shapers of early Christianity. His letters to the communities he founded in cities throughout the Roman world comprise much of the New Testament. Paul was also one of the most controversial figures of early Christianity, embroiled in conflict wherever he went and the topic of intense debate ever since. This seminar will begin with an examination of Paul's theology, the organization of his mission, and the conflicts that arose in the churches he founded. We will go on to examine Paul's legacy by reading responses to Paul in the early, medieval, reformation, and modern eras of the Christian tradition. The seminar will seek to balance concern with theological interpretation and historical method in analysis of the texts. (RELI 0180 or RELI 0281 or by waiver) 3 hrs. sem. **PHL** (L. Yarbrough)

RELI 0385 Seminar in Christian Origins (Not offered 2003-04)
Topic to be determined by the instructor.

RELI 0387 Seminar on the Religions of Rome (Not offered 2003-04)
This seminar will examine the public religions of the late Republic and early Empire, the private religions of Roman households, and the emergence of religions from the east—including Mithraism, Judaism, and Christianity. Readings will deal with both theology and practice, with a view to discovering what was common and what unique. Primary readings will be drawn from histories, drama, novels, satires, philosophical treatises, and inscriptions; secondary readings will treat individual religious traditions and attempts to understand the period as a whole. Prior study of the history or religions of the period strongly recommended. **HIS PHL**

RELI/WAGS 0391 Seminar on Women and Religion: Women, Family, and Religion (Fall)
The course explores how struggles over the status of women and family life play a role in the development of religious communities and institutions. Today, we often hear about "family values" and "equality for women." Often these ideas are put forward or resisted by religious interests and institutions. We consider the politics surrounding women and family within the context of a variety of American religious groups. Throughout the course we will read ethnographic and historical studies of groups such as the Mormons, Evangelical Christians, Orthodox Jews, Catholics, the Shakers, and a number of new religious movements. 3 hrs. sem. **PHL SOC NOR USA** (B. Rochford)

RELI 0395 Religion, Ethics, and the Environment (Spring)
We will explore the relationship between religion and ecology through two general approaches. Firstly, we will examine what religious traditions (especially, Jewish and Christian, but also Hindu and Buddhist) have had to say about the human-nature relationship by studying such dominant themes as: doctrines of creation and stewardship, restraints on human impact, concepts of interdependence, and ideas of sacred space. Secondly, we will turn our attention to contemporary religiously-based environmental activism, examining the possibilities and problems that emerge when religious traditions are mobilized on behalf of the environment. Students may write research papers using one or both of these approaches. 3 hrs. sem. (ES 215 or RE 110 or by waiver) **PHL** (R. Gould)

RELI 0396 War and Peace in Christian Thought (Spring)
Both pacifism and just war thinking have deep roots in the Christian tradition. Important figures in Christian history have argued that in certain circumstances war may be a regrettable but justifiable engagement, while others have maintained that killing of any kind, even in the name of the state, is wrong. This seminar will look at the historical development of both approaches to war and peace in Christian thought, from the early church to the present day. Figures and movements we will encounter will include Augustine, Thomas Aquinas, John Calvin, the Quakers, Reinhold Niebuhr, and Martin Luther King. 3 hrs. sem. (RE 110, RE 130, RE 190, RE 238, or by waiver) **PHL HIS** (J. Davis)

RELI 0400 Seminar on the Study of Religion (Fall)
This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. (Open to junior and senior religion majors or by waiver.) 3 hrs. sem. (W. Waldron)

RELI 0500 Independent Research (Fall, Winter, Spring)
(Approval required) (staff)

RELI 0600 Senior Project (Fall, Spring)
(Approval required) (staff)

RELI 0700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(Approval required) (staff)

RUSSIAN

Professors: Thomas Beyer, Sergei Davydov, Michael Katz, Kevin Moss (chair); *Assistant Professor:* Tatiana Smorodinska; *Emerita Lecturer:* Alexandra Baker.

Our goal is to make our students proficient at speaking, reading, writing, and listening to Russian and to facilitate their understanding and appreciation of Russian literature and culture. Most of our majors combine academic year study on campus and a junior year or semester in Russia to maximum advantage. Many also study in the intensive language program of Middlebury's summer Russian School. At the end of four years, our students can interact freely with native speakers in both formal and informal settings and participate comfortably in many aspects of Russian life. They are prepared to use their Russian in a wide range of career settings at home and abroad or to apply it to graduate study of politics, law, history, business, education, literature, economics, linguistics, journalism, and other disciplines.

The Russian department also offers courses in English for students who would like an introduction to the masterpieces of Russian literature and to the complex and fascinating Russian culture.

Courses Taught In English: The following courses in Russian literature are taught in English and are open to all Middlebury students: RUSS 0122 The Russian Mind (includes culture and history in addition to literature); RUSS 0151 Russian Literature's Golden Age: 1830-1880; RUSS 0152 Russian Literature's "Bloody Age": Twentieth Century Literature and Society; RUSS 0251 Epic, Myth, and Ritual in Soviet Literature; RUSS 0351 Dostoevsky; RUSS 0352 Tolstoy; RUSS 0354 Chekhov; RUSS/AMLT 0359 Nabokov. Other courses in English are RUSS/RELI 0231 The Russian Religious Experience, RUSS 0232 The Origin and Nature of Human Language, RUSS 0233 Russian Perceptions of America, RUSS 0245 Russian-Soviet Film: Illusion and Reality, and RUSS/WAGS 0255 Gender and Sexuality in Russian Culture.

Major Requirements: Normally, majors must complete second-year Russian, RUSS 0151, RUSS 0152, four other courses, including at least a semester in Russia, and a senior seminar. Each student's program is planned individually with the department chair. Students planning careers in government, business, or law are advised to consider a major in the Russian and East European studies track of the international studies program. Russian majors also frequently combine their language study with a minor in economics, geography, history, or political science, or do a joint or double major with one of these subjects. Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the teacher education faculty regarding certification.

Departmental Honors: Majors with a B+ average in Russian courses and a B average overall are eligible to prepare an honors thesis, the final copy of which is due April 20 of the year of graduation. Departmental honors are determined by the thesis grade. Students will receive highest honors for an A thesis, high honors for an A- thesis and honors for a B+ thesis.

Minors: The Russian department offers two minor programs: The Russian language minor includes RUSS 0101, RUSS 0103, RUSS 0201, RUSS 0202, any two of RUSS 0301, RUSS 0402, RUSS 0411 and RUSS 0412. The Russian literature and culture minor includes any two of RUSS 0122, RUSS 0151, RUSS 0152, RUSS/RELI 0231, RUSS 0245 and RUSS/WAGS 0255, and three of the following: RUSS 0351, RUSS 0352, RUSS 0354, and RUSS/AMLT 0359. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year in Russia: All majors and language minors are encouraged to study for a year in Russia. Middlebury's programs at Irkutsk State University, Russian State University for the Humanities in Moscow, *Voronezh State University, and Yaroslavl State University are open to juniors who have completed 0300-level Russian. Students are strongly encouraged to spend a summer in the Russian School before beginning study in Russia. Students who have completed only 0200-level Russian must spend the fall semester at *Voronezh or Yaroslavl in an intensive 2300-level Russian language program. During a first semester, students who have completed the 2300-level study conversation, composition, and culture/civilization courses organized exclusively for our students, and one or more mainstream courses, with Russian students, selected from the full university curriculum. During a second semester, students normally take two mainstream courses from the regular university curriculum in addition to language and other courses specifically organized for Middlebury. Students unable to attend for a full year may study in Russia for one semester, preferably in the fall. The following courses are among those offered at our programs in Russia in recent years. While we cannot guarantee that each of these courses will be available on a regular basis, they are representative of the kinds of offerings students may expect:

In Irkutsk:

Russian Literature of the Nineteenth Century
Language of the Mass Media
Scientific Texts
History of Russia 1917-1970 Through Film
Siberian Culture and Ethnic Groups

In Moscow:

Russian Folklore
History of Economics
Nationalities and Contemporary Political

Problems
The Language of Russian Business

***In Voronezh:**

Survey of Nineteenth- and Twentieth-Century Russian Literature
History of the Russian Language, Eleventh-Eighteenth Centuries
Masterworks of Russian Prose and Poetry
Russian Prose Translation
Russian Civilization and Culture: Art, Music, and Folklore

In Yaroslavl:

History of Russia, Tenth-Seventeenth Centuries
Modern Russian History and Contemporary Politics
Readings in Russian Literature
Russian Prose Translation
Russian Civilization and Culture: Art, Architecture, and Music

***The program in Voronezh will not be offered in 2003-04.**

RUSS 0101 Beginning Russian (Fall)
An approach to the language using four skills (speaking, listening, reading, and writing) provides a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar prepare a strong foundation for work in advanced courses or for reading in specialized fields. 3 hrs. lect., 3 hrs. drill. **LNG** (T. Beyer, S. Davydov)

RUSS 0102 Beginning Russian (Winter)
Continuation of RUSS 0101. (RUSS 0101 or equivalent) **LNG** (T. Smorodinska)

RUSS 0103 Beginning Russian (Spring)
Continuation of the approach used in RUSS 0102, but with increased emphasis on reading. (RUSS 0102) 3 hrs. lect., 3 hrs. drill. **LNG** (T. Beyer, K. Moss, S. Davydov)

RUSS 0122 The Russian Mind (in English) (Not offered 2003-04)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. 3 hrs. lect. **LIT HIS OTH AAL**

RUSS 0151 Russian Literature's Golden Age: 1830-1880 (in English) (Fall)
Duels, ghosts, utopias, murders, prostitution, and adultery- these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the nineteenth century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? 3 hrs. lect. **LIT EUR** (T. Beyer)

RUSS 0152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (in English) (Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, émigré, and underground literature will be read to show the complex role of literature in Russian life and politics. 3 hrs. lect. **LIT EUR** (S. Davydov)

RUSS 0201 Intermediate Russian (Fall)
Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian. (RUSS 0103 or equivalent) 3 hrs. lect., 3 hrs. drill **LNG** (K. Moss, T. Smorodinska)

RUSS 0202 Intermediate Russian (Spring)
Continuation of approach used in RUSS 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RUSS 201 or equivalent) 3 hrs. lect., 3 hrs. drill **LNG** (K. Moss, T. Smorodinska)

RUSS /RELI 0231 The Russian Religious Experience (in English) (Not offered 2003-04)
In its origins Christianity was Eastern rather than Western. The Russian Primary Chronicle relates how Vladimir I, Grand Prince of Kiev, sent his emissaries to Constantinople to choose a religion; after Vladimir's baptism in 988, Eastern Orthodox Christianity flourished in the lands of *Rus'*. This course will examine major aspects of the Russian religious experience: doctrinal differences between East and West; the history of the Russian Orthodox Church; Russian religious art (icons) and church architecture; Byzantine liturgical music; and the state of the church in post-Soviet Russia. **HIS PHL OTH AAL CMP**

RUSS 0232 The Origin and Nature of Human Language (in English) (Not offered 2003-04)
Language is the most complex expression of our

humanity and individuality. This course will investigate what is known of the origins of human language and examine current thinking on the nature and function of language. The work of the seminar will be highly interactive: students will acquire basic linguistic concepts, apply them to one of the languages they know, and share that information with others in Middlebury and beyond via the World Wide Web. (Study or knowledge of one language other than English essential.) **SOC EUR CMP**

RUSS/INTL 0233 Russian Perceptions of America (in English) (Not offered 2003-04)
This course will examine Russian perceptions of the people and institutions of the United States during the twentieth century. Students will read firsthand accounts by a broad selection of Russian observers, then analyze both the authors' reactions to America and their own reactions to the foreigners' perceptions. Readings will be in English, though native Russian speakers and students returning from study in Russia will read original texts where appropriate/available.. **SOC EUR CMP**

RUSS 0245 Russian-Soviet Film: Illusion and Reality (Not offered 2003-04)
In the twentieth century, cinema became the most popular form of propaganda and entertainment in the former Soviet Union. In Russia today film remains an important transmitter of new social ideas and spiritual concerns. The course will survey the development of the Russian cinema, exploring the historical background, cultural and literary context, and political "sub-context" of selected popular Russian films as well as different film techniques. We will analyze films of various genres, such as drama, musical, comedy, the Russian "eastern," melodrama, and sci-fi, ranging from silent films to the most recent ones. **ART OTH EUR**

RUSS 0251 Epic, Myth, and Ritual in Soviet Literature (in English) (Not offered 2003-04)
This course will examine the role of literature in Soviet culture in the light of theories of myth in traditional societies and in comparison to some of the earliest literary embodiments of myths. We will compare the major ritualized literary genres of ancient Greece, epic and tragedy, with the most important genres of the Soviet period, the socialist realist novel and film. **LIT EUR**

RUSS/WAGS 0255 Gender and Sexuality in Russian Culture (in English) (Fall)
This course will investigate the categories of gender and sexuality in Russian culture. We will look at literary texts and films from various periods to see how these categories were constructed in pre-Revolutionary Russia, in the Soviet Union, and in post-Soviet Russia. Topics addressed will include Russian definitions of masculinity and femininity, same-sex desire, and the connection between political and sexual dissidence. Works to be examined include traditional folk tales, Tolstoy's "Kreutzer Sonata," Nagrodskaya's *Wrath of Dionysus*, Kuzmin's *Wings*, and the films *Bed and Sofa* and *Little Vera*.3 hrs. lect. and disc. plus screening. **LIT EUR** (K. Moss)

RUSS 0301 Advanced Russian (Not offered 2003-04)
Further development of spoken and written Russian. Reading and listening skills will be developed through exposure to a variety of media and genres, including films and the Internet. Conversation topics will be based on authentic readings in contemporary Russian issues. (RUSS 0202 or equivalent)

RUSS 0351 Dostoevsky (in English) (Spring)
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. The course will devote special attention this year to Dostoevsky's vision of St. Petersburg in his writings. 3 hrs. lect. and disc.**LIT EUR** (T. Beyer)

RUSS 0352 Tolstoy (in English) (Not offered 2003-04)
A study of the major works by literary giant Leo Tolstoy. Readings include early short fiction such as "Family Happiness," selected excerpts from *War and Peace* accompanied by a screening of the subtitled Russian film, in-depth analysis of *Anna Karenina*, and several late, post-conversion tales including "The Death of Ivan Ilych." No knowledge of Russian required. **LIT EUR**

RUSS/THEA 0354 Chekhov (in English) (Fall)
A study of Chekhov's major dramatic output: a survey of the history of Russian theatre before Chekhov; Turgenev's *Month in the Country*; Chekhov's evolution as a writer; analysis of his four major plays: *Seagull, Uncle Vanya, Three Sisters,* and *Cherry Orchard*; Chekhov's European contemporaries and his Russian successors. A significant feature of this year's course will be close cooperation with the Theatre Department's planned production of *Cherry Orchard* in Fall, 2003. The director, actors, set and costume designers, etc. will be invited for guest appearances in class; students will attend some rehearsals and will write reviews of the performance. 3 hrs. sem. **LIT EUR** (M. Katz)

RUSS/AMLI 0359 The Art of Vladimir Nabokov (in English) (Spring)
A study of the "perverse" aesthetics of this Russian-American writer. We will expose the hidden plots under the surface of his fiction, follow and arbitrate

the ongoing contest between the author and his fictional heroes, and search for the roots of Nabokov's poetics in Western and Russian literary traditions. An attempt will be made to show the continuity between the Russian and English works of this bilingual and bicultural writer. 3 hrs. lect. **LIT USA NOR** (S. Davydov)

RUSS 0402 Advanced Language Study (Not offered 2003-04)
Continued development of spoken and written skills, including stylistic analysis of various types of materials. (Third-year Russian or equivalent)

RUSS 0411 Russian Culture and Civilization I (Fall)
This course offers a bilingual approach to the study of Russian culture from its origins to the mid-nineteenth century. Works of literature, art, and music will be examined in their historical context. Particular emphasis will be devoted to the improvement of oral and written skills. (RUSS 0202 or equivalent) 3 hrs. lect. **LIT HIS EUR** (S. Davydov)

RUSS 0412 Russian Culture and Civilization II (Spring)
This course continues RUSS 0411 but may be taken independently. It offers a bilingual approach to the study of Russian culture from the second half of the nineteenth century to the present. Works of literature, art, and music will be examined in their historical and political context. Particular attention will be devoted to the improvement of oral and written skills. (RUSS 0202 or equivalent) 3 hrs. lect. **LIT HIS EUR** (T. Smorodinska)

RUSS 0500 Advanced Studies in Language and Literature (Fall, Winter, Spring)
Supervised individual study for highly qualified students. (*Approval required*) (Staff)

RUSS 0700 Senior Independent Study Project (Fall, Winter, Spring)
(Approval required) (Staff)

RUSS 0704 Senior Seminar (Fall)
(Senior majors) 3 hrs. sem. (T. Smorodinska)

SOCIOLOGY/ANTHROPOLOGY

Professors: A. David Napier, Margaret Nelson, E. Oxfeld, E. Burke Rochford; *Associate Professor:* Theodore Sasson (on leave); *Assistant Professors:* David Eaton (on leave), Dwight Fee, Marc Garcelon (on leave fall), David Stoll; *Instructor:* H. Llorens

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, in that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SOAN 0103, SOAN 0105, SOAN 0305 or SOAN 0306, SOAN 0301 or SOAN 0302, and SOAN 0700 or SOAN 0710), which emphasize basic concepts, theory, and research methods. Each student will also be required to take at least one 0400-level seminar (preferably in the junior year). In addition, each student may choose at least four electives from the variety of substantive courses offered by the department, no more than two of which may be 0100-level courses. Strongly recommended: at least one area studies course.

Ideally, students should take Research Process (SOAN 0301 or SOAN 0302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major in Sociology and Psychology: Required sociology/anthropology courses: SOAN 0105; SOAN 0252; either SOAN 0301 or SOAN 0302; SOAN 0305; one of SOAN 0103, SOAN 0191, SOAN 0288, or SOAN 0355; one 0400-level seminar; and one elective. Required psychology courses: PSYC 0105; PSYC 0201; PSYC 0203; two core courses from PSYC 0204, PSYC 0206, PSYC 0207, PSYC 0215 (or PSYC 0327), PSYC 0224, PSYC 0225 (or PSYC 0216 or PSYC 0226), PSYC 0301, PSYC 0303, PSYC 0305, PSYC 0306; one 0400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 0400-level seminar in either sociology or psychology. Students should consult their adviser about honors in the joint major.

International Studies Major: To specialize in Sociology/Anthropology within the International Studies major, students must take: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, plus two other Sociology/Anthropology electives, including an SOAN seminar. SOAN concentrators writing a thesis are also required to participate in the Senior Work

Seminar during the Fall semester.

Joint Majors in Sociology/Anthropology and Environmental Studies-Human Ecology: Please see Environmental Studies for program description.

Joint Majors: The Sociology/Anthropology Department has established joint majors with Psychology and Environmental Studies. Students wishing to do a joint major with another department or program must complete the following Sociology/Anthropology courses: SOAN 0103, SOAN 0105, SOAN 0301 or SOAN 0302, SOAN 0305 or SOAN 0306, and SOAN 0700 or SOAN 0710. Any departures from this program must be approved by the department chair.

Sociology Minor: SOAN 0105; one 0200-level course; and three elective courses in sociology, no more than one of which can be at the 0100 level.

Anthropology Minor: SOAN 0103; two courses in the "Area Studies in Anthropology" section below; two elective courses in anthropology, no more than one of which can be at the 0100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SOAN 0700), or a two-semester senior thesis (SOAN 0710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by waiver from the department. A special non-credit senior seminar (for both SOAN 0700 and SOAN 0710 students) is conducted in the fall semester to address recurring research and writing problems.

Departmental Honors: Only students who achieve a minimum of a B average in all sociology/anthropology courses and elect to write a senior thesis (SOAN 0710) become eligible for departmental honors. The level of honors will be determined by the final thesis grade: B+, honors; A-, high honors; and A, highest honors.

INTRODUCTORY COURSES

Anthropology

SOAN 0103 Selected Topics in Sociocultural Anthropology (Fall, Spring)
This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include: gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. 2 hrs. lect., 1 hr. disc., 2 hrs. screen. **SOC OTH CMP** (D. Stoll, E. Oxfeld)

SOAN 0159 Human Origins, Culture, and Biodiversity (Not offered 2003-04)
In this course, our anthropological imagination will engage the life sciences. We will explore how natural histories shape and how they are shaped by humans as social beings. We begin by discussing our hominid origins and ecologies in relation to our fellow primates. Our five million-year history reveals the complex effects of natural selection and other evolutionary forces. Then we examine the development of uniquely modern human cultures over the past ten thousand generations. We theorize the emergence of language, art, and religious experience. We analyze the agricultural and urban revolutions, that have transformed our conditions of life. We then consider culture and biology in human health and social change, emphasizing problems of infectious disease. Our critical study of the history of evolutionary thought will problematize race, gender, and sexuality as categories of human difference. Finally we will develop anthropologically informed analyses of the ongoing revolutions in molecular genetics and biotechnologies. 3 hrs. lect., 1 hr. disc. **SOC**

SOAN 0160 Seminar: Primary Health-Care Interactions (Not offered 2003-04, see FYSE 1036)
The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary health practice influence the health and well-being of rural Vermonters. The seminar meets intensively on a daily basis, weekends included, for three weeks in mid-August. In addition to reading and participating in discussions, students will keep journals and write frequent essays. A two-day symposium involving policymakers, health educators, and medical practitioners from rural Vermont is designed to allow students to gain first-hand awareness of how medicine is practiced in Vermont and to provide a general context for the second part of the program, the preceptorship with a Vermont physician. A grade will be given and credit awarded upon satisfactory completion of SOAN 0161. *Open to first-year students only.*

SOAN 0161 Primary Health-Care Preceptorship (Winter, Spring, Summer)
The continuing phase of Primary Health Care Interactions involves living in a Vermont community, typically for one month with a preceptor (mentor) who is a physician in primary care, family or general practice, or pediatrics. The preceptorship provides students with the major experiential component of the program. In addition to close monitoring of the physician's daily activities, students are encouraged to become interns in a number of volunteer settings that enable them to understand how local health care is given and received. Under the supervision of his or her physician-mentor, each student defines and engages in a specific community-

health project. A daily account (journal) about the preceptorship experience is kept; an essay is submitted at its conclusion, along with a report about the community-health project. Where possible, students are encouraged to return to the site of the preceptorship for future volunteer work. 40 hrs./week minimum (FYSE 1036 or SOAN 0387) (approval required) (staff)

SOAN/HARC 0170 Anthropology through the Arts (Spring)
Designed with nonmajors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concern and on films that analyze or describe major topics in socio-cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. 3 hrs. lect., 2 hrs. screen. **ART SOC** (D. Napier)

SOAN 0211 Human Ecology (CW 5) (Spring)
Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include: how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. Limited places available for students to satisfy the College writing requirement. (0100-level course in environmental studies or SOAN 0103) 3 hrs. lect./disc. **SOC OTH CMP** (D. Stoll)

SOAN 0231 Introduction to Archaeology (Not offered 2003-04)
This course provides an introduction to archaeology and explores ways of understanding the human condition by examining its material remains. The first half of the course will survey some of the major topics, methods, and theories in contemporary archaeology. The second part of the course provides an overview of world prehistory from human evolution to the development of complex state societies. We conclude the course by examining new directions in archaeology. Throughout the course, we will discuss how and why archaeological investigation helps us to understand contemporary social issues of gender, ethnicity, and class. 3 hrs. lect./disc. **SOC**

SOCIOLOGY

SOAN 0105 Society and the Individual (Spring)
This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, Emile Durkheim, and Sigmund Freud. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. 2 hrs. lect., 1 hr. disc. **SOC** (M. Garcelon)

SOAN/WAGS 0191 Introduction to Sociology of Gender (Fall)
This course will explore the multifaceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach, we will explore theories that attempt to account for inequality between men and women; theories of how gender informs sexuality, thought, and morality; feminist approaches towards change; and the different ways in which male and female are imagined in different cultures. The course will include both Western and non-Western perspectives on feminism and gender issues. 2 hrs. lect., 1 hr. disc. **SOC CMP** (D. Fee)

SOAN/RELI 0208 Sociology of American Religion (CW 5) (Fall)
The course focuses on classical and contemporary issues in the sociology of religion. We begin with definitional debates about what religion is and the strengths and limitations of a social science of religion. We then consider issues of religious commitment and conversion; the changing role and influence of religion in contemporary society (i.e., secularization theory); change in religious communities; American religious history; women, family, and religious life; and the emergence of new religious movements. Throughout the course we read ethnographic and historical studies of various religious organizations and communities (e.g., American Protestantism, the Amish, Catholicism, Hare Krishna, Shakers, Oneida, Mormons). Limited places available for students to satisfy the College writing requirement. (formerly SA/RE 308) 3 hrs. lect./disc. **PHL SOC USA NOR** (B. Rochford)

SOAN/WAGS 0212 The Family in Contemporary Society (Spring)
This course will investigate the social, economic, and political forces that have brought about changes in family life at the end of the twentieth century. We will begin by looking at various attempts to define "the family," and we will then explore a range of topics, including the webs of family relationships (e.g.,

mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3 hrs. lect./disc. **SOC USA NOR CMP** (M. Nelson)

SOAN 0215 Sociology of Education (Fall)
In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. 3 hrs. lect./disc. **SOC USA NOR CMP** (M. Nelson)

SOAN 0252 Social Psychology (Spring)
The purpose of this course is to examine the relationship between self and society from a sociological perspective. Our initial focus will on the nature of symbols, language, and the social self as theorized by G. H. Mead and early "symbolic interactionists." We will then address the presentation of self through the works of Erving Goffman, and subsequently consider more contemporary concerns, such as emotions, emotional labor, and inequality in social interaction. The second half of the course will address questions of identity: shifts in ethnicity and gender, the mediation of identity through media and technology, reflexivity and globalization, and finally, related debates surrounding the emergence of "postmodern" identities. 3 hrs. lect./disc. **SOC** (D. Fee)

SOAN 0270 Cultural Studies (Not offered 2003-04)
This course provides an overview of recent trends and debates in the sociology of culture and cultural studies. While we will examine the classic sociological approaches to culture and ideology, the majority of the course will explore issues of popular culture as seen in the context of such rapidly expanding fields as media studies, science and technology studies, theories of race and identity, and feminist and sexuality studies. The overarching purpose of the course is to develop a critical understanding of the importance of meaning and cultural forms in the making of contemporary social and political realities. 3 hrs. lect./disc. **SOC**

SOAN/RELI 0273 American Religious Communities (Not offered 2003-04)
See Department of Religion for description. (formerly SA/RE 373) **PHL SOC USA NOR**

SOAN 0288 Deviance and Social Control (Spring)
This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior and deviant populations. Special emphasis will be placed on crime and criminals, but other practices and groups conventionally defined as deviant, including gays and lesbians and people with physical disabilities, will be considered as well. Readings will include both classical and contemporary contributions to the sociological study of deviance and social control. 3 hrs. lect./disc. **SOC USA NOR** (B. Rochford)

THEORY AND METHOD

ANTHROPOLOGY

SOAN 0302 The Research Process: Ethnography and Qualitative Methods (CW 5) (Fall)
The aim of this course is to prepare the student to conduct research, to analyze and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. Three-hour research lab required. Limited places available for students to satisfy the College writing requirement. (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc., 3 hrs. research lab. **DED SOC** (D. Napier)

SOAN 0306 Topics in Anthropological Theory (Fall)
This course will analyze the way that anthropological theory can contribute to our understanding of diverse cultures and societies. The objective is to provide students with a better understanding of how different approaches in anthropology can be used to illuminate various aspects of the human experience. We will be introduced both to important theorists in the history of anthropology as well as to critical contemporary theorists. (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc., 2 hrs. screen. **OTH** (H. Llorens)

SOCIOLOGY

SOAN 0301 The Research Process: Survey Research (Spring)
Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class

conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SOAN 0103 or SOAN 0105) 3 hrs. lect./disc., 3 hrs. research lab. **DED SOC** (B. Rochford)

SOAN 0305 Topics in Sociological Theory (Spring)
This course provides an overview of major lines of development in twentieth-century social theory relevant to the field of sociology, focusing on how various theorists have grappled with the basic issues that have dominated twentieth-century social thought. Particular attention will be given to the questions arising from the conceptual distinctions between structure and action, on the one hand, and identity and culture, on the other. How is social order possible? How autonomous are human agents? How do we explain the persistence of observed patterns of human interaction and social practice? How do we analyze relations between the world of everyday life and the large-scale development of social systems? How does social change take place? (SOAN 0105) 3 hrs. lect./disc. (M. Garcelon)

INTERMEDIATE COURSES

Anthropology

SOAN/WAGS 0304 Gender, Culture, and Power in Comparative Perspective (Not offered 2003-04)
This study of women cross-culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non-Western societies, but not exclusively so. 3 hrs. lect./disc. **SOC OTH AAL CMP**

SOAN 0334 Representations of the "Other" in Ethnographic Film (Fall)
In this course we will explore representations of the "ethnographic other" through analysis and discussion of visual media produced mainly by anthropologists. Several ethnographic films will be viewed and juxtaposed with foundational readings about the field of anthropology. The course will explore how anthropologists have conceptualized, represented and theorized the "other" through the use of visual media. Our focus will be to discern how ethnographic representations have evolved through time, how these have helped contribute to our understanding of our selves, and how they have become appropriated by the mass media in advertising and in the "selling" of culture. (SOAN 0103) 3 hrs. lect./disc. **SOC OTH** (H. Llorens)

SOAN 0340 The Anthropology of Human Rights (Spring)
Human rights has become the master narrative for understanding moral responsibility between nations. But high expectations have collided with brutal realities, raising painful questions. Since cultures vary greatly in the rights they recognize, particularly for subordinate groups such as women and ethnic minorities, campaigning for human rights can become hard to distinguish from international intervention, complicating the issue of who is victimizing who. This course will focus on the particular challenges posed by ethnic nationalism, genocide, failed states, international humanitarian relief, and the flow of political and economic refugees to zones of safety such as the United States. 3 hrs. lect./disc. **SOC OTH** (D. Stoll)

SOAN 0341 Language, Culture, and Society (Not offered 2003-04)
This course is an introduction to linguistic anthropology. Humans connect with one another by talking, reading, and writing, but there is far more to communication than the content of the messages. Communication patterns are always mediated by cultural processes, social inequality, and power, so the form of the messages matters. Students will learn to analyze communication in its social and cultural context and will explore how language use shapes those contexts. Topics will include: the origins of language, paralanguage, language socialization, ethnolinguistics, sociolinguistics, language and gender, language policy, language extinction, verbal art, and multilingual communities. (SOAN 0103) 3 hrs. lect./disc.

SOAN 0355 Race and Ethnicity (Fall)
Ethnicity and race are social phenomena that influence group relations, as well as personal identity in many areas of the world. But what is "ethnicity" and what is "race"? This course introduces students to the varied approaches that have been utilized to understand racial and ethnic phenomena. No single approach to ethnicity is all-inclusive, for ethnic phenomena are multifaceted. We will explore several approaches in this course, including analyses of conflict and competition between groups; examinations of the connections among ethnicity, gender, and class; and considerations of the relationships between personal identity and ethnic role. 3 hrs. lect./disc. **SOC CMP** (E. Oxfeld)

SOAN 0382 Symbolic Anthropology (Not offered 2003-04)
As the anthropological study of symbols and symbolic systems, this course examines how symbols

express social ideas and structure experience. How do symbols function to codify social identity? How are they legitimated through myth and ritual? How are they variously lived out in daily experience? In addressing these questions, the course will focus on cosmology, views of nature, human ecology, concepts of the person, body image, and embodied imagination. (SOAN 0103 or SOAN 0105) **SOC**

SOAN 0387 Medical Anthropology: Approaches to Affliction and Healing (Not offered 2003-04)
This course explores personal, bodily, and social dimensions of human suffering and well-being through cross-cultural ethnographic research. Using studies of chronic illness, gendered violence, witchcraft, and multiple personality and spirit possession, we will examine how experiences such as pain, madness, and ecstasy are produced and understood. We will compare the constitution of the body and the person in disparate healing practices, from biomedical analytics and Ayurvedic pharmacopeias to !Kung San summoning of "boiling energy." We will also consider the impact of systemic inequalities, social movements, and population sciences on health and illness worldwide, through studies of child survival, urban poverty, new reproductive orders, and international responses to AIDS and emerging infectious diseases. SOAN 0103 or SOAN 0159 recommended. 3 hrs. lect./disc. **SOC OTH CMP**

SOCIOLOGY

SOAN 0307 Social Movements and Collective Action (Not offered 2003-04)
An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and the factors that influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. **SOC**

SOAN 0310 Sociology of Politics and Power (Not offered 2003-04)
This course will serve as a general introduction to the sociology of politics and power in modern American society. Our main topics will include the nature and distribution of political power, the social bases of solidarity and inter-group conflict, and the new "communitarianism" in elite political rhetoric. Course readings will include classic statements (for example, de Tocqueville, Pareto, Marx) as well as contemporary works. Throughout the course, our basic concern will be to ascertain, in light of various normative criteria, the vitality of American democracy and to consider strategies for its improvement. **SOC USA NOR**

SOAN/WAGS 0311 Sociology and Sexual Politics (Not offered 2003-04)
This course explores the shifting nature of contemporary sexual life and sexual politics in America and Western Europe, as well as the importance of theory in this enterprise. We explore perspectives on sexuality that have followed modernist sexology (e.g., Kinsey), covering such areas as scripting theory, perspectives on pornography, feminist studies, and queer theory. These topics are linked to more direct political movements around sexual suffering and domination as found in women's and lesbian/gay movements specifically. Readings may include: Butler, Foucault, Halperin, Plummer, Rubin, Seidman, William Simon, and Weeks. (SOAN 0105 or SOAN 0191 or SOAN 0304) **CMP**

SOAN/WAGS 0313 The Social Construction of Masculinity (CW 5) (Spring)
This course provides a social constructionist approach to men and masculinity. It examines men as gendered beings and explores the interconnections between the historical, structural, political, and biographical meanings of (primarily American) masculinities. Particular topics will include: gender inequality, men's relationship to feminism, the men's movement, sexuality, queer theory, the specific relationship between gay and straight men, and other specific shifts in men's lives, identities, and communities. There will be several films; central readings include: R.W. Connell, Barbara Ehrenreich, Michael Messner, Mitch Duneier, Henning Bech, and a novel by Nick Hornby. Limited places available for students to satisfy the College writing requirement. (SOAN 0105 or WAGS 0200) 3 hrs. lect./disc. **SOC CMP** (D. Fee)

SOAN 0347 Social Problems (Not offered 2003-04)
Claims about the causes and cures of social problems are a dominant feature of modern political life. Such claims are an important influence on politics, public opinion, and public policy. What social processes and practices influence the nature of social problems claims? This course introduces students to the new constructionist theory and research on social problems. Topics will include: claims-making and claims-makers, framing and frame contests, public opinion and political culture, and social problems cycles. Course readings will include foundational theoretical statements (functionalist, constructionist) and case studies. 3 hrs. lect./disc. **SOC USA NOR**

SOAN 0349 Mass Media and Society (Not offered 2003-04)
In this seminar we will explore contemporary issues and perspectives in mass media studies. This course is designed to provide students with a provocative look at mass media in order to begin to develop a critical perspective on mass media and contemporary society. We will address issues, including the pervasiveness of entertainment culture, television and American culture, representations of gender and race in mass media, the cultural and social impact of advertising and marketing, and the future of mass media. 3 hrs. lect./disc. **SOC USA NOR**

SOAN/WAGS 0354 Sociology of Personal Relationships (Not offered 2003-04)
While the study of close relationships is most often associated with psychological and therapeutic perspectives, this course examines the qualities, importance, and the shifting nature of personal relationships from a variety of sociological viewpoints. Contemporary struggles around intimacy, sexuality, and love in our "post-traditional" context will be of particular importance, especially with respect to changes brought through feminist and gay movements. We will also address friendships, family relations, and even compassionate relationships with nonhuman animals. More broadly, the course confronts the interplay between the personal and the sociological during a time when matters of intimacy are taking on new urgency in a changing modernity and in the life of the self. (SOAN 0103 or SOAN 0105)

SOAN 0360 Development and Globalization: The Changing Face of the World System (Not offered 2003-04)
In recent years, the term globalization has become a catch-all phrase for the drive to fashion a global architecture for managing the world economy as a single unit, as well as for the sweeping social, cultural, political and ecological consequences of this project. This course approaches the process of globalization critically, from a comparative-historical perspective. We will examine the shift from national development in several regions including East Asia, Latin America, and Africa to globalization as a planetary development strategy between the end of World War II through the information-technology revolution of today. In so doing, we develop an interdisciplinary framework for understanding globalization in both "developed" and "developing" countries. Any introductory course in sociology, political science, economics, or Geography is recommended. **SOC OTH AAL CMP**

SOAN/WAGS 0390 Sociology of Women (Not offered 2003-04)
This course introduces students to some of the central theoretical approaches, methodological controversies, and substantive findings in the sociological analysis of women in contemporary society. Topics to be covered include: women and work, the feminization of poverty, reproductive technology, child care policies, and political participation. Throughout the course particular attention will be paid to differences among women on the basis of class, race, and ethnicity. (SOAN 0191 or by waiver)

AREA STUDIES

SOAN 0321 Native Peoples of the Americas (Not offered 2003-04)
This course introduces students to the indigenous peoples of North and South America, from before European conquest to the present. We will start with the political economy of pre-Colombian civilizations, their cosmologies, and the impact of colonialism. Students will then read ethnographies of contemporary Amazonian Indians, highland peasants, and Native Americans in the U.S. The course will look at how the native people of the Americas have been imagined by Europeans, how the resulting images have affected their strategies to defend themselves, and contemporary indigenous movements. (SOAN 0103 or SOAN 0105 or SOAN 0340) 3 hrs. lect./disc. **SOC OTH CMP**

SOAN 0326 Latin American Culture and Society (CW 5) (Fall)
This course explores anthropological issues in a region defined by a long history of invasion and cultural hybridization. Drawing on case material from Mesoamerica, the Caribbean, and South America, including ethnographies of folk healers, peasants and urban shanty-town dwellers, we look at how anthropologists have conceptualized society and culture and how local studies contribute to understanding global problems. By analyzing the intersection of class, ethnicity, gender, and national identity, the course explores debates over national character, the culture of poverty, cultural dependency, transnational culture, and immigration to the United States. Limited places available for students to satisfy the College writing requirement. (0200-level course on Latin America. This course is primarily for students doing study abroad in the region.) (SOAN 0103 or SOAN O340 or HIST 0285 or HIST 0286 or ECON 0225 or PSCI 0223 or PSCI 0230) 3 hrs. lect./disc., 2 hr. screen. **SOC OTH AAL** (D. Stoll)

SOAN 0331 The African Diaspora in the Spanish-Speaking Caribbean (Not offered 2003-04)
This course is an introduction to the interplay of race, nationalism, class, and power in the historical development of the Spanish Speaking Caribbean from an anthropological perspective. We will examine the important contributions made by the African population to the building of these societies and cultures. This course will introduce students to some of the historical, cultural, and political conditions which

have shaped the contemporary Spanish-speaking Caribbean. Major goals of the course will be to examine the historical conditions which brought about slavery in the Caribbean and introduce students to the racial and ethnic tapestry of these societies. **SOC OTH AAL**

SOAN 0332 Continuity and Change in Africa (Not offered 2003-04)
A comparative introduction to contemporary Africa from an anthropological and ethnographic perspective. Through case studies, we will consider practices of the body and self in which judgment is founded and through which social relations are experienced and understood. We will examine how these shape and express changing systems of exchange and forms of community and society. We will situate voices at the center of social life, studying oral performance, music and dance, and the printed or digitized word as cultural commentary. Finally, we will explore emergent domains of politics, studying local and geopolitical dimensions of social movements in contexts of ethnic fluidity and diversity, transnational migration, ecological stress, violence, and reconciliation. 3 hrs. lect./disc., 2 hrs. screen. **SOC OTH AAL**

SOAN 0333 Africa: Environment and Society (Not offered 2003-04)
How do African societies create, understand, and resolve environmental problems? How do contrasting imaginations of the natural world, varying modes of production and governance, and diverse sciences combine to shape African environmental issues at local, national, and international levels? To answer these questions, our case studies will consider social histories of environmental practice, changing ecological dimensions of health and affliction, conflicts over resource ownership and use, and the stakes and dilemmas of conservation. Using anthropological methods, we will explore the relations between social and natural orders which will determine the well-being and sustainability of living communities in the twenty-first century. 3 hrs. lect./disc. **SOC OTH AAL**

SOAN 0335 The Anthropology of China (Not offered 2003-04)
China serves as a case study in the anthropological analysis of a complex non-Western society. This course will be a survey of the principal institutions and ideas that form the background to modern Chinese society. Topics covered include: family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Limited places available for students to satisfy the College writing requirement. 3 hrs. lect./disc. **SOC OTH AAL**

SOAN 0338 Russian Society in the Twentieth Century (Not offered 2003-04)
This course examines Russian society in the twentieth century from a sociological perspective, focusing on the sweeping and often brutal social transformations that began with the Russian Revolution of 1905. The principal goal of the course is to understand the collapse of Soviet communism and the highly unstable form of "political capitalism" which emerged in the Russian Federation of the 1990s. Material on the late imperial and early Soviet periods will help us to understand the origins of Gorbachev's *perestroika*, the collapse of communism, and the Yeltsin administration's attempt to introduce a market economy through state decrees. We will examine the social history of major groups such as the peasantry and the *intelligentsia*, the recurrence of autocratic forms of political domination in Russia, and the relative roles of popular rebellion and intra-elite conflict in the fall of Soviet power and the rise of post-communist political capitalism. **SOC EUR**

SEMINARS

SOAN 0407 Social Movements and Collective Action (Not offered 2003-04)
An analysis of the range of factors that influence the emergence and development of social protest, social movements, rebellion, and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and the factors that influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self-interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. **SOC USA NOR**

SOAN 0415 Issues in Higher Education (Spring)
This seminar will apply the methods and findings of sociology to selected issues in American higher education. We will begin by covering theoretical approaches, which focus on the relationship between higher education and economic, political, cultural, and demographic structures and processes. We will then examine a number of problems and questions regarding higher education, including those concerning the criteria of admission to higher education (e.g., issues of meritocracy, testing, and Affirmative Action), controversies over "political correctness" and free speech, the nature of the academy as a workplace, and the role of athletics in student culture. 3 hrs. sem. (SOAN 0105 or SOAN 0103 or SOAN 0215) **SOC USA NOR** (M. Nelson)

SOAN/INTL 0432 Film and Anthropological Representation (Not offered 2003-04)
See International Studies listings for description. This course is equivalent to INTL 0432 and THEA 0432.

SOAN/INTL 0436 Terrorism (Not offered 2003-04)
See International Studies listings for description. This course is equivalent to INTL 0436 and GRMN 0436

SOAN/INTL 0442 Jihad vs. McWorld (Not offered 2003-04)
See International Studies listings for description. This course is equivalent to INTL 0442 and PSCI 0442.

SOAN 0450 Religion and Social Change in Latin America (Not offered 2003-04)
Powerful hopes for changing Latin American society are expressed through religion. Even secular political movements can be charged with religious feeling. Many religious movements have enabled converts to alter their daily practices, change the cultural inheritance they pass to their children, and affect how power is exercised in the larger society. This course covers a wide range of religious movements with visions for transforming Latin America, including prophet and saint-based millennial revolts, liberation theology, and evangelical Protestantism. We will also look at African-derived religions of spirit possession, including Pentecostalism and Vodoun. **SOC OTH AAL**

SOAN/INTL 0460 Global Consumptions: Food, Eating, and Power in Comparative Perspective (Fall)
See International Studies for description. This course is equivalent to INTL 0460. (Approval Required) (E. Oxfeld, P. Schwartz)

SOAN 0471 Post-Communist Society? China and Russia (Not offered 2003-04)
See International Studies for description. This course is equivalent to INTL 0471 and HIST 0471.

SOAN 0478 Sociology of Punishment (Not offered 2003-04)
This course examines the changing ideologies and practices of state-sponsored punishment. The topic is given particular urgency by the spectacular expansion of imprisonment and other forms of penal supervision in the United States and elsewhere over the past 20 years. Our approach to the topic will be historical and comparative, focusing on the modern period as a whole and the countries of Western Europe and the United States. Course readings will include foundational theoretical statements (Marx, Foucault, Durkheim, and Elias), social histories (of prisons, parole), as well as contemporary sociological studies of recent developments in criminal law, sentencing, and punishment. Our goal will be to identify the major phases of penal development, reflect intelligently upon their causes, and assess their implications for public safety, social justice, and our understanding of the type of society in which we live. 3 hrs. sem. **SOC**

SOAN 0480 The Anthropology of Religion (Not offered 2003-04)
The anthropology of religion focuses on the cultural implications of belief systems and religious cosmologies. The discipline includes the interpretation of various states of consciousness and perceptual modes, as well as the ways in which religious experiences are culturally validated. Much of the course, therefore, concerns itself with the function of specialists, such as shamans, mystics, and priests. Though emphasis will be placed upon traditional non-Western and tribal societies, we will also examine the cultural role of religious experience in the contemporary West and the revival and transformation of various religious systems in response to social change. (SOAN 0103 or SOAN 0105 or any SOAN 0200 level or any SOAN 0300 level course.) 3 hrs. sem.

SOAN 0485 Medical Sociology (Not offered 2003-04)
This course will study the delivery of health care in the United States. We will consider closely differences in access to medical service (and differences in the quality of care received) by individuals as separated by gender, socioeconomic status, and race. We will also examine current issues (e.g., the debates about universal health coverage, AIDS). (SOAN 0105 or SOAN 0103)

SOAN 0489 The Sociology of Mental Illness (Not offered 2003-04)
This course explores a variety of sociological issues and approaches to the study of mental illness. Utilizing a "social constructionist" perspective, we will critically engage the dominant medical model of mental disorder and explore the sociological legacy of labeling theory, ethnographic work in psychiatric hospitals, and studies of mental health policy and institutional change. The course raises broad theoretical and historical questions about the conceptual development of "mental illness" as a label, condition, and as an object of scientific and social concern. Specific issues will include: "women's madness," the politics of diagnosis, the contemporary experience of specific syndromes (e.g., depression), and recent developments in psychopharmacology and psychotherapy. Readings will include: Michel Foucault, Erving Goffman, David Karp, Jane Ussher, Jackie Orr, Thomas Scheff. (SOAN 0252 or PSYC 0203 or PSYC 0224)

INDEPENDENT STUDY

SOAN 0500 Advanced Individual Study (Fall, Winter, Spring)
Prior to registering for SOAN 0500, a student must enlist the support of a faculty adviser from the Department of Sociology/Anthropology. (Open to majors only) (staff)

SENIOR PROGRAM

SOAN 0700 Senior Essay (Fall, Spring)
Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. (staff)

SOAN 0710 Senior Thesis (Fall, Winter, Spring)
Under the guidance of a faculty member, a senior will carry out an independent two-semester research project, often based on original data. This is normally carried out during the fall and winter terms. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. Data must be analyzed and presented in a written report of 70-80 pages, due at the end of the winter term. Superior performance will be considered for honors (see "departmental honors") (staff)

SPANISH

Professors: Alicia Andreu-Sprigg, Eduardo Béjar, Donna Rogers (on leave academic year), Roberto Véguez; *Associate Professor*: Ana Martínez-Lage; *Assistant Professors*: Llorenç Comajoan, Valentín Ferdinán, Miguel Fernández, Gloria Estela González Zenteno (on leave fall term), Patricia Saldarriaga (on leave academic year); *Visiting Assistant Professor*: Matthew Marr; *Visiting Instructors*: Kirsten Ernst, Maria Woolson

The Department of Spanish offers its students a thorough training in Spanish language that enables them to interact and communicate effectively with Spanish speakers globally.

Our programs offer students the opportunity to achieve high competence in written and spoken Spanish, in understanding Hispanic literatures and cultures, and in applying this knowledge in the study of other disciplines.

As juniors, most students will go to the C. V. Starr-Middlebury School in Spain (Madrid, Getafe, Segovia or Logroño) or School in Latin America (Argentina or Uruguay), or to an approved program in Latin America, where they will put their linguistic and cultural skills to practical use.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

The requirements for majors (single, double, joint, and International Studies) described here apply to all students who declared a major on or after January 1, 2000. Students who declared a major prior to that date must consult with their advisers for information about the old requirements.

Major Program: The Department of Spanish offers majors in two tracks: Peninsular Spanish culture and literature, and Spanish American cultures and literatures. Both majors consist of a minimum of 11 courses, including the following:

SPAN 0300

At least two literature courses in the track beyond the 0300 level. SPAN 0306 is strongly recommended for those specializing in Spain, while SPAN 0307 is strongly recommended for those specializing in Spanish America. Other literature courses may be taken abroad.

At least one culture course in the chosen track.

One advanced (SPAN 0300+) course in the alternate track.

Courses at this level in literature and culture can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

One 0400-level seminar in the chosen track during the senior year.

No more than two courses at the 0100 or 0200 levels may be counted toward the major.

No more than two courses of the series SPAN 0300, SPAN 0304, and SPAN 0305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. It may be done in one of two tracks: Peninsular Spanish culture and literature, or Spanish American cultures and literatures. Requirements are as follows:

SPAN 0300

At least two literature courses in the track beyond the 0300 level. SPAN 0306 is strongly recommended for those specializing in Spain, while SPAN 0307 is strongly recommended for those specializing in Spanish America.

At least one culture course.

Courses at this level in literature and culture can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

One 0400-level seminar in the chosen track during the senior year.

No more than two courses at the 0100 or 0200 levels may be counted toward the joint major.

No more than two courses of the series SPAN 0300, SPAN 0304, and SPAN 0305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Minor in Spanish: The Spanish minor consists of at least five courses from departmental offerings, including the following: SPAN 0220 (this requirement will be considered satisfied if a student places in a course above SPAN 0220 in the department placement test); at least one but no more than two courses from the group SPAN 0300, SPAN 0304, SPAN 0305; the rest from other courses at the SPAN 0300+ level. Courses at this level can be taken at the summer Spanish School, the School in Spain, the Schools in Latin America, or, with departmental approval, with study abroad programs in Latin America sanctioned by Middlebury's Programs Abroad Committee.

International Studies: Latin American studies majors with a track in literature and culture; and European studies majors with a track in the literature and culture of Spain must take, in addition to their core requirements: five courses at the 0300 level or above, including SPAN 0300, at least one literature course in the area of interest beyond the 0300-0310 level, at least one culture course in the area of interest, and one 0400-level seminar during the senior year.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature. In all cases the student must satisfactorily complete a course at the 0300 level before the credit will be awarded. AP credit does not affect course placement, nor does it count towards the major. There is a maximum of 2 credits allowed for Spanish AP.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Sites in Getafe, Segovia, and Logroño are designed for immersion in the Spanish university system. An internship program has also recently been launched. Beginning in 2002, Middlebury is opening a School in Latin America (initially in Argentina and Uruguay). For more information on these programs, please see the Schools Abroad Web page: www.middlebury.edu/~msa. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans.

Students who are planning to go abroad to the C.V. Starr-Middlebury School in Spain are required to have taken either SPAN 0300 or SPAN 0304. It is strongly recommended that Spanish majors take both prior to going to Spain. Students who are planning to go abroad to the C.V. Starr-Middlebury School in Latin America are required to have taken either SPAN 0300 or SPAN 0305. The deadline for applications is February 1. Students interested in attending one of these programs in their junior year should consult with the head of the Spanish department, preferably before registering for their sophomore year fall term courses. Students may also apply to study at other approved programs in Latin America.

Important: All Spanish majors going to Spain are required to take one Hispanic literature course per semester while abroad. All majors going to a Spanish American country are required to take one course per semester while abroad on the literature of Spanish America or of the host country. These courses will count toward the department's literature requirements.

With the approval of the Spanish department chair and the Programs Abroad Committee, nonmajor students may be permitted to study abroad with a program other than Middlebury's after taking SPAN 0220 with a minimum grade of B+. For more information on Spanish courses abroad please see the Language Schools' Web site.

Honors: The department will award honors on the basis of a student's work in the department and performance in SPAN 0705. All students interested in receiving honors must contact their advisers at the start of their last year in Middlebury: either September or February. Please see the SPAN 0705 course description.

COURSE OFFERINGS

Courses labeled SPAN 0300 through SPAN 0319 are closed to juniors and seniors returning from study in Spain or Latin America. Courses labeled SPAN 0350-SPAN 0399 satisfy the IS advanced language requirement in Spanish. Courses labeled SPAN 0400 and above are reserved for Spanish majors, Latin American Studies majors with a literature and culture track, and European Studies majors with a Spanish literature and culture track; others only by approval.

SPAN 0101 Beginning Spanish I (Fall)

This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. This course is for students who have not previously studied Spanish. Students are expected to continue with SPAN

0102 and SPAN 0103 after successful completion of SPAN 0101. 5 hrs. lect./disc. (A. Martínez-Lage)

SPAN 0102 Beginning Spanish II (Winter)
Continuation of SPAN 0101. (SPAN 0101) (staff)

SPAN 0103 Beginning Spanish III (Spring)
Continuation of SPAN 0102. Intensive reading, writing, and oral activities will advance students' proficiency in Spanish in an academic setting. (SPAN 0102) 5 hrs. lect./disc. (R. Véguez)

SPAN 0105 Accelerated Basic Spanish (Fall)
This accelerated course is designed to reinforce, in one semester, the basic linguistic structures that students need in order to reach the intermediate level of proficiency in Spanish. Strong emphasis will be given to reading and composition. SPAN 0105 is designed specifically for students with 2-3 years of high school Spanish, but who have not yet achieved intermediate proficiency. (Placement test required) 5 hrs. lect./disc. (staff)

SPAN 0210 Intermediate Spanish I (Fall, Spring)
A course designed to consolidate the skills attained in SPAN 0101, SPAN 0102, and 0103 or the equivalent (0105). A grammar review will accompany an intensive component of readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. (SPAN 0103, SPAN 0105, or placement) 3 hrs. lect./disc. (fall: A. Andreu, R. Véguez; spring: L. Comajoan, G. González-Zenteno)

SPAN 0220 Intermediate Spanish II (Fall, Spring)
A course for students seeking to perfect their academic writing skills in Spanish. The course is also an introduction to literary analysis and critical writing and will include reading and oral discussion of literary texts. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SPAN 0210 or placement) 3 hrs. lect./disc. **LNG** (fall: E. Béjar, Staff; spring: A. Martínez-Lage, M. Fernández)

SPAN 0300 An Introduction to the Study of Hispanic Literature (Fall, Spring)
A course in literature and advanced language designed to introduce students to literary analysis and critical writing. The work will be based on the reading of a number of works in prose, drama, and poetry. Frequent short, critical essays will complement readings and provide students with practice in writing. Open only to Spanish majors and others by approval. (SPAN 0220 or equivalent) 3 hrs. lect./disc. **LNG LIT OTH** (fall: V. Ferdinán; spring: A. Andreu, E. Béjar)

SPAN 0304 Ideas and Cultures of Spain (Fall, Spring)
An analysis of major sociopolitical and cultural elements in representative Spanish texts, from the Middle Ages to the present. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish civilization. (SPAN 0220 or equivalent) 4 hrs. lect./disc. **LNG EUR** (fall: L. Comajoan; spring: R. Véguez)

SPAN 0305 Ideas and Cultures of Spanish America (Spring)
An analysis of major sociopolitical and cultural elements present in representative Spanish American texts, from the pre-Columbian period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish American civilizations. (SPAN 0220 or equivalent) 3 hrs. lect./disc. **LNG OTH AAL** (spring: M. Fernández, G. González-Zenteno)

SPAN 0306 The Literature of Spain (Spring)
An introduction to Spanish literature, representing different historical and cultural periods. Students will be required to do class presentations and to write papers. (SPAN 0300 or SPAN 0304) 3 hrs. lect./disc. **LIT EUR** (A. Andreu-Sprigg)

SPAN 0307 The Literature of Spanish America (CW) (Fall)
An introduction to Spanish American literature, representing different historical and cultural periods. Students will be required to do class presentations and write papers. (SPAN 0300 or SPAN 0305) 3 hrs. lect./disc. **LIT AAL OTH** (R. Véguez)

SPAN 0311 Hispanic Theatre (CW) (Not offered 2003-04)
This course will include a broad selection of dramas from Spain and Spanish America. We will focus on close reading of poems, considering, where relevant, their historical and cultural contexts. Emphasis will also be placed on the development of critical vocabulary and writing skills in Spanish. Texts will be selected from various periods from the Middle Ages to the present day. Authors may include: Encina, Garcilaso, Cervantes, Lope de Vega, Calderón, sor Juana Inés de la Cruz, Tirso de Molina, Alarcón, Valle y Caviedes, Valle Inclán, Vallejo, García Lorca, Buero Vallejo, Triana, etc. Satisfies the college writing requirement. (SPAN 0300, 0304 or 0305) 3 hrs. lect./disc. **LIT AAL OTH**

SPAN 0312 Hispanic Poetry (CW) (Not offered 2003-04)
This course will include a broad selection of poetry from Spain and Spanish America. We will focus on close reading of poems considering, where relevant, their historical and cultural contexts. Emphasis will

also be on the development of critical vocabulary and writing skills in Spanish. We will cover the Middle Ages, Renaissance, Baroque, nineteenth, and twentieth century poetry. Throughout the course we will be discussing the representation of women, men, God, love, power, subjectivity, and their interrelation. Satisfies the college writing requirement. (SPAN 0300, SPAN 0304, or SPAN 0305) 3 hrs. lect./disc. **LIT AAL OTH**

SPAN 0313 The Hispanic Short Story (CW) (Fall)
In his course we will study the main literary, sociopolitical, and cultural issues in a selection of short stories from the Hispanic world. Emphasis will be on the close reading of texts with the purpose of developing critical vocabulary and writing skills. Authors may include: Pardo Bazán, Valle Inclán, Palma, Borges, Rulfo, Corázar, Quiroga, Matute. Satisfies the college writing requirement. (SPAN 0300, SPAN 0304, or SPAN 0305) 3 hrs. lect./disc. **LIT AAL OTH** (E. Béjar)

SPAN 0314 Hispanic Essay (CW) (Not offered 2003-04)
In this course we will read and discuss essays by major writers from Spain and Spanish America from the eighteenth century to the present. Through the analysis and contextualization of these texts, we will focus our attention on several topics in order to understand more deeply the richly complicated legacy of Hispanic culture. (SPAN 0300, 0304 or 0304) **LNG LIT OTH AAL**

SPAN 0315 Hispanic Film (CW) (Spring)
This course will provide an introduction to the cinema of Spain and Spanish America. We will study, among other topics: the idiosyncrasies of film language in Hispanic cultures, the relationships between text and image, representation of history, culture and society. Films from Mexico, Cuba, Argentina, Spain, and other countries will be included in the course. Selected readings on film theory and social and political history, as well as various literary works. In Spanish (SPAN 0300, 0304 or 0305) 3 hrs. lect./disc. **LIT OTH AAL** (Staff)

SPAN 0321 Spanish for Bilingual/Heritage Speakers (CW) (Not offered 2003-04)
This course addresses the needs of Spanish speakers whose formal education has been primarily in English. The main goals are to improve writing skills, practice critical reading, and develop a richer vocabulary adequate for academic oral and written expression. The readings and discussions will include topics of interest for the Latino population, history, literature, politics, etc. Students will review Spanish grammar, prepare presentations, and lead discussions and debates. The materials for the course will include: s TV-news, movies, videos, and texts (literary, journalistic). (Placement test and/or by approval) **LNG OTH CMP NOR**

SPAN 0322 Hispanic Linguistics (Spring)
This course provides an introduction to the discipline of linguistics from the perspective of the Spanish language. The three main themes of the course will be: (1) history: origin of Romance languages and Spanish; history of linguistic thought; (2) variation: language change from a geographical (Latin American versus Peninsular Spanish) and social perspective (language and gender, language and ethnicity), and (3) comparison: specificity of Spanish within the Romance group and in comparison with English (differences in sounds, word order, verb use, and grammatical gender). 3hrs. lect/disc. (SPAN 0300, 0304, 0305, or by approval) **LNG EUR** (L. Comajoan)

SPAN 0355 Spanish in the U.S. (Not offered 2003-04)
This course will trace the diverse paths of Hispanic culture in the United States by examining the impact of multiple migrations on the Spanish language (Puerto Rican, Mexican, and Cuban communities). Emphasis will be placed on the sociolinguistic and cultural changes that Spanish speakers have undergone in the U.S. The notion of bilingualism will be studied with the relation to language change, acculturation, and identity. We will also examine the different varieties of Spanish spoken by Hispanics in the U.S. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LNG SOC NOR USA**

SPAN 0362 Contemporary Spanish Theatre (Not offered 2003-04)
Contemporary Spanish Theatre divides into three main periods: Pre-Civil War, the Franco Regime, and the Post-Franco era. Accordingly, this class will study a selection of texts that reflect the onset of the Civil War, the effects of Franco's fascist regime, and finally the attempts of the younger generation to understand the problems of modern-day living. We will read works by Lorca (Pre-War), Buero Vallejo and Olmo (Franco Regime) and Alonso de Santos and Pedrero (Post-Franco). As part of the course, students will put on a play production. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT EUR**

SPAN 0363 The Frontier in Latin America as Seen through Literature and Film (Not offered 2003-04)
Many Latin American countries experienced an expansion inland similar to the U.S. after the arrival of the Europeans. This continual advancement along a frontier represented a confrontation among various cultures where there was an engagement in the dia-

logical process of cultural encounter, resistance, and exchange. We will explore the similarities and differences in the construction of the frontier mentality and myths of a number of Latin American nations as represented in their literature. Our focus will be on the experiences involved in the contact with other cultures and the constructions of "others." Authors will include: Amado, Carpentier, Güiraldes, Mansilla, Quiroga, and Vargas Llosa. Films will complement the readings. Satisfies the International Studies advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT AAL OTH**

SPAN 0365 The Spanish Novel in its Cultural Contexts (Not offered 2003-04)
This course is a study of the Spanish novel from the beginning of the nineteenth century to the present. Beginning with Romantic literature, we will seek to understand the articulation of key Spanish novels with major cultural events. We will define and discuss how a literary work mirrors, or distorts, social relations, conflicts and attitudes. We will also discuss how contemporary cultural events have been reflected in literature. Authors will include Fernán Caballero, Benito Pérez Galdós, Emilia Pardo Bazán, Miguel de Unamuno, Carmen Martín Gaite, Montserrat Roig and Rosa Montero. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT EUR**

SPAN 0369 The Changing Face of the Hero in the Modern Spanish Novel (Fall)
This course will examine the evolution of the figure of the hero in the modern Spanish novel. Once an archetype of self-assurance and vigor in touch with the norms of a patriarchal society, the hero of the modern Spanish novel reflects (and reacts to) the social, economic, philosophical, and political upheaval of the past century. We will focus on the changing face of the hero—and the rise of the heroine—in works by such authors as Ganivet, Unamuno, Baroja, Cela, Laforet, Martin Santos, Martin Gaite, and Goytisolo. We will also consider film adaptations of the studied texts. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT LNG EUR** (M. Marr)

SPAN 0370 Golden Age Spanish Theatre (Not offered 2003-04)
This course will focus on one of Europe's most important theatre periods of the Spanish Golden Age. Through the study of works by Cervantes, Lope de Vega, Calderón de la Barca, and their contemporaries, this course will reveal the many levels of societal subversions played out on stage at this time. This "topsy-turvy" theatrical view of the world will consider the many societal parallels between Baroque and contemporary society. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT EUR**

SPAN 0371 The Films of Luis Buñuel and the Hispanic Cultural Tradition (Not offered 2003-04)
This class offers a journey through the works of the renowned Spanish filmmaker Luis Buñuel and the cultural movements from which he drew inspiration. We will establish a dialogue between his films and Spanish and Latin American artistic trends such as surrealism, the picaresque, the grotesque, *esperpento*, and (magic) realism. Materials include: literature (Lorca, Rulfo, Galdós), painting (Orozco, Posada, Rivera, Dalí) and photography (Álvarez Bravo, Modotti, Rulfo). Satisfies the IS advanced language requirement in Spanish. 3 hrs. lect./disc./screen. **ART LIT EUR**

SPAN 0373 Painting and Poetry in the Spanish Golden Age (Not offered 2003-04)
In this course we will explore the relationship between painting and poetry during the Spanish Renaissance and Baroque by focusing on relevant themes of the time: the revival of interest in figures from pagan mythology (e.g. Europa, Venus, Vulcan, Laocoön); the Council of Trent and its influence on Christian painting and literature; the representation of women according to the period norms of beauty; and melancholy as sickness. Paintings of El Greco, Zurbarán, Velázquez, among others, will be analyzed in conjunction with their counterparts in literary texts by Theresa of Avila, Garcilaso de la Vega, Lope de Vega, Francisco de Quevedo, and Sor Juana Inés de la Cruz. Satisfies the IS advanced language requirement in Spanish. (At least two SP courses at the 0300 level or above or by approval) **LIT ART EUR**

SPAN 0374 New York in Contemporary Hispanic Poetry (Not offered 2003-04)
Since the beginning of modernity, New York has been a major point of attraction for Spanish-American and Spanish poets. It became the city of exile for many of them. The real and the imaginary about New York have provoked thoughts of fascination and rejection. In this course we will explore and compare the various reactions to and from the city in contemporary poetry through works from authors such as Darío, García Lorca, Neruda, among others. Critical theory will also be included in the readings. (This course satisfies the IS advanced language requirement) (At least two courses at 0300 level or above or by waiver) 3 hrs. lect./disc. **LNG LIT USA NOR**

SPAN 0375 Surrealism in Latin America (Not offered 2003-04)
In the time of expansion of ethnography, André

Breton visited Latin America and declared Mexico a surrealist country. This course explores the connection of Surrealism as artistic project and Surrealism as political category and the form it takes when Surrealism travels to Latin America. It will survey the so-called surrealist art and the way Latin American intellectuals have thought of their identity using Surrealism as conceptual tool. We will challenge the usefulness of using Surrealism's earliest aesthetic traits to think about Latin American art, politics, and identity. Among others, it includes works by Kahlo, Matta, Alvarez Bravo, Buñuel, Glauber Rocha, Neruda, Girondo, García Márquez, Sábato, Cortázar, Larrea, Octavio Paz. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver). **ART OTH AAL**

SPAN 0376 Reading and Writing the New U.S. Latino Narrative (Not offered 2003-04)
This course focuses on a new generation of U.S.-Latino authors writing about migration, identity, and otherness. They distinguish themselves from prior generations by publishing primarily in Spanish and by a new sense of ownership of their U.S. environment, which allows them to play with and undermine assumptions commonly associated with their "Latino" identity. In addition to studying these authors, students will produce at least two fiction pieces of their own. Satisfies IS advanced language requirement in Spanish. (Two courses at 0300 level or by waiver) 3 hrs. lect./disc. **LNG LIT OTH USA NOR**

SPAN 0377 Latin American Cinema of the '60s: A Continental Project (Not offered 2003-04)
This course surveys the Latin American cinema production of the 1960s. The usual concentration on the narrative Boom neglects the import of cinema in the same period. This course shows the existence of a continental network of filmmakers that intervened in the political and artistic debates of that time. We will analyze the political orientation and the artistic projects of the most important directors: Solás, Gutiérrez Alea, Glauber Rocha, Getino, Antín, Handler, Sanjinés, Birri, Alvarez, and movements-Third Cinema, Documentarism, New Cinema, Imperfect Cinema, Pamphletary Cinema, etc. Though the focus is cinematographic language, we will also explore the connections between cinema and literature and the different politics involved in their production. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3hrs. lect./disc. **ART OTH AAL**

SPAN 0378 Latin American Visual Culture (Spring)
This course explores the construction of nationhood and issues of identity, class, race, and gender in the arts of different regions of Latin America. Among others, it will focus on nineteenth-century historical and nativist painting in the Rio de la Plata, Mexican muralists and their influence on the Harlem Renaissance, Frida Kahlo's paintings and their relation to both French Surrealism and Mexican popular arts, racism in Mexico's and U.S.A.'s cinema of the '50s, and the influence of French avant-garde cinema on the Argentinean and Brazilian cinema of the '60s. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **ART SOC OTH AAL** (V. Ferdinán)

SPAN 0379 The Spanish-American Narrative of the Boom (Not offered 2003-04)
This course will study the major narrative texts known as the "Boom" in relation to Spanish American literary history and their sociopolitical context. We will read such authors as Carpentier, Borges, Cortázar, Vargas Llosa, Donoso, and García Márquez. Satisfies the IS advanced language requirement in Spanish. (At least 2 courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT OTH AAL**

SPAN 0380 Advanced Spanish Grammar (Not offered 2003-04)
This course offers a detailed study of complex aspects of Spanish grammar and syntax. Designed to build upon students' existing knowledge of Spanish grammar, the course will begin with a reconsideration of all the tenses in both the indicative and subjunctive moods, their values and their uses. After briefly reviewing the structure of simple sentences, we will analyze in depth all the different types of dependent clauses. Within the context of sentence structure, we will also look at several key aspects of Spanish grammar (*ser* and *estar*, prepositions, the infinitive, and the gerund, among others). Students will demonstrate their understanding of the material through a variety of practical and creative exercises. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) **LNG**

SPAN 0382 Representations of Popular Culture in Spanish and Spanish American Literatures (Not offered 2003-04)
This course provides an overview of the representations of popular culture in Hispanic literatures. The course will begin with an exploration of the main topics and controversies which have come to define "popular culture," as well as the social and historical circumstances that have precipitated many current theoretical debates. We will then examine its representations in contemporary literature. Readings may include: José María Arguedas, Clorinda Matto de Turner, Mario Vargas Llosa, Juan Antonio

Zunzunegui, Carmen Martín-Gaite. Satisfies the IS advance language requirement. (At least two courses at or above the 0300 level or by waiver) 3 hrs. lect./disc. **LIT LNG**

SPAN 0384 Place and the Environment in Spanish American Fiction (Fall)
This course reconsiders the role of place and the environment in a series of Spanish American novels in which the physical setting plays a significant role. We will explore the different ways in which the natural world has shaped a sense of place-bound identity and how Spanish American identities have been tied to the natural landscape; how the prairies, the jungle, the mountains, the desert, and the water contributed in shaping individuals and a sense of place. Topics include the influence of Romanticism and idealized landscapes, the autochthonous novel and regionalism, reactions to modernization, how human history is implicated in natural history, ecocriticism of the 1990s, and our own experiences of wilderness and wildness. Authors may include Isaacs, Rivera, Quiroga, Carpentier, Vargas Llosa, García Márquez, Sepúlveda, and Ferré. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **LIT OTH AAL** (M. Fernández)

SPAN 0385 Translation: Spanish/English (Not offered 2003-04)
Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language polysemy, nuance, tropes, difference, and the like and how these are embedded in each language in a unique way. Translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into language itself. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. **SOC**

SPAN 0386 History of the Spanish Language (Not offered 2003-04)
This course offers a panoramic study of the evolution of spoken Latin into modern Spanish. Topics covered will include: the major historical events that influenced the evolution of Spanish; phonological change; morphological and syntactic change; lexical borrowings from other languages; and semantic change. We will also study representative texts that illustrate the evolution of the Spanish language, and students will be assigned a similar text as an individual project. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver)

SPAN 0387 Varieties of Spanish (Not offered 2003-04)
Spanish is spoken in many countries of the Caribbean, Central and South America, by most people in Spain, and by a growing population in the U.S. Spanish shows enormous geographic, social, and stylistic variation, yet speakers generally understand most varieties of the language without difficulty, despite differences in vocabulary and pronunciation. The course will include study of formal and informal spoken language and literary and journalistic texts from around the Spanish-speaking world, but will emphasize spoken Spanish. Assignments will include interviews with native speakers of Spanish. (At least two courses at the 0300 level or above or by waiver)

SPAN 0388 Captains, Kings, and Caudillos (Not offered 2003-04)
This course will study the literary manifestations of caudillismo in both Spain and Latin America, from the time of El Cid to the present. Readings will include political, historical, and anthropological works used as a background to writers such as Lope de Vega, Sarmiento, Valle Inclán and others. Films dealing with the topic will also be part of the course. (At least two courses at the 0300 level or above or by waiver) **LIT CMP EUR**

SPAN/LITS 402 Cervantes y *Don Quijote* (Spring)
A detailed discussion and analysis of the Quijote, with additional readings from major literary and cultural sources. 3 hrs. lect./disc. (R. Veguez)

SPAN 0404 Language and Identity in the Hispanic World (Not offered 2003-04)
In this seminar, students will explore the linkages between language and identity among majority/minority language groups in three cases in the Hispanic world: Paraguay, where Guaraní and Spanish have co-official status; Catalonia, where Catalan and Spanish have co-official status; regions in the U.S. where Spanish is widely spoken, but has no official status. In the first of these cases, Spanish is the dominant or major language; in the second it is of roughly equal status with the co-official tongue; and in the third it is the minority language. We will examine the personal, cultural, political, and linguistic implications of the phenomenon of languages in contact, as manifested in these three contexts. 3 hrs. lect./disc.

SPAN 0413 Language and Society in the Spanish-Speaking World (Not offered 2003-04)
Languages and societies coexist in a manner that often leads to complex interrelationships and even conflict. Sociologists and linguists have developed disciplines that attempt to study the effects of social variables (e.g., class and gender) on language variables

(e.g., language structure and pronunciation). The interaction of the two types of variables may result in issues of equality, cognition, and linguistic difference. How are languages different from dialects? Do different social groups talk differently? What is the role of linguistic policy in society? This course will study these topics, focusing on the Spanish-speaking world. 3hrs. lect/disc.

SPAN 0421 The Nationalisms of Spain (Not offered 2003-04)
Since the late 1400s, Spain has endured the constant tension between acceptance and rejection by a centralized power, which has attempted, at times with clear success, to eliminate regional differences and to eradicate national identities. After almost 40 years of strict repression (1939-1975), the return to democracy in Spain has revitalized strong nationalist sentiments, particularly in the three regions of Cataluña, País Vasco, and Galicia (also known as "nacionalidades históricas"). In this course we will examine the birth, establishment, and evolution of these nationalist movements from a social, historical, and political perspective. We will consider how these regions view themselves and one another. Further, we will study many of the radical forms of nationalism such as terrorism and xenophobia, and their impact upon the nation as a whole. We will explore how regional nationalism might survive the consolidation of the European Union. 3 hrs. lect./disc

SPAN 0437 The Idea of (Latin) America (Fall)
This course will examine a wide array of texts from Colonial times until the twentieth century, including essays and fictional writings by authors such as Bello, Rodó, Figari, Martí, Torres-García, García Márquez, Vargas Llosa, etc. It will explore the various ways in which artists and intellectuals have construed both the notion "America" and the subcategory "Latin America," focusing on the relationship between these self-descriptions and notions such as utopia, colonialism, dependency, race, etc. (At least two courses at the 0300 level or above or by waiver.) 3 hrs. lect./disc. (V. Ferdinán)

SPAN/WAGS 0440 Spanish Fascism in Women's Literature (Not offered 2003-04)
This course will deal with the impact of Spanish Fascism on the works of several women writers who wrote from the 1930s to the 1950s. We will focus on a close reading of their novels and will study the various ways in which each sought to engage Fascism through the representation of their female characters. We will pay special attention to the works of Carmen de Icaza, Maria Luisa and Concha Linares-Becerra, Concha Espina, and Mercedes Formica, among others. 3 hrs. lect./disc.

SPAN 0442 Love and Eroticism in Spanish Golden Age Literature (Not offered 2003-04)
This course will focus on the cultural changes and continuities that define the notions of love, sex, and eroticism throughout Spanish Renaissance and Baroque literature. With a selective reading of poetry, narrative, and drama, we will study examples of their Platonic, Neoplatonic, courtly, and Petrarchan manifestations. Additionally, we will analyze human-human and human-divine relationships within a framework of amorous and mystic literature. We will read texts by Garcilaso, Herrera, Aldana, Teresa de Avila, San Juan de la Cruz, Lope de Vega, Calderón de la Barca, and Francisco de Quevedo, among others.

SPAN/WAGS 0443 Fictional and Cinematic Representations of Masculinity from Francoist Spain to the Present (Not offered 2003-04)
The course will examine literary and cinematic examples that construct the white man as heroic, divine, oppressive, victimized, feminized, internally divided, and self-destructive. In order to understand the present moment of male deprivileging, one needs to trace the changes in representation since the post-war period in Spain. These different constructions will be contextualized and studied, along with the following historical shifts in twentieth-century Spain: Francoist depiction of patriarchy, repression in the dictatorial regime, transition to democracy, the rise of nationalisms, and the disillusionment in the '90s. 3 hrs. lect./disc. **EUR**

SPAN 0475 Literatura gauchesca (Not offered 2003-04)
This course will examine the roots of the culture of the Río de la Plata region through the study of gauchesca literature. We will concentrate on issues of the formation of national identity; city vs. Pampa; written vs. oral texts; the transformation of the gaucho from vagabond to national myth; and the use of literature as a political tool. Authors include Hidalgo, Pérez, Ascasubi, del Campo, Hernández, Gutiérrez, Güiraldes, and Borges. 3 hrs. lect./disc.

SPAN 0476 The Spanish American Historical Novel (Not offered 2003-04)
This course will examine the origins of the historical novel and how some of the European presuppositions of the genre came into conflict with the Spanish American context, causing narratological and thematic differences to appear in the nineteenth-century Spanish American historical novel. Our attention will rest mainly on the twentieth century, with what some have called the "new historical novel," and how these novels problematize the notion of history and its relationship with fiction, truth, knowledge, historical memory, and power. Authors include: López, Carpentier, Fuentes, García Márquez, Vargas Llosa, and Piglia. (Seniors with at

least two courses at the 0300 level or above, others by waiver) 3 hrs. lect./disc.

SPAN/WAGS 0478 Spanish Women Writers: Expanding the Canon (Fall)
(Formerly SP/WG 374) The purpose of this course is to discuss a wide range of twentieth century Spanish literature written by women. We will examine the works in light of feminist theories and explore the ways in which this writing has changed over time. Authors may include Carmen Martín Gaite, Elena Rodoreda, Rosa Montero, Esther Tusquets, and Montserrat Roig. (Seniors with at least two courses at the 0300 level or above, others by waiver) 3 hrs. lect./disc. **EUR** (A. Andreu-Sprigg)

SPAN 0479 Postmodern Spanish American Narrative (Spring
This course will study selected narratives in Spanish America from the 1960s to the present time. We will first read theoretical essays which discuss the nature of postmodern thought and culture, and then analyze the novels and short stories in the light of such theory. Although we are circumscribing postmodern narrative to the period mentioned above, a reading of selected works by Borges is fundamental as part of the theoretical basis for the course. Other writers included are Arenas, Puig, Vargas Llosa, Díaz Valcárcel, Montero, and Zapata. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 0300 level or above or by waiver) 3 hrs. lect./disc. (E. Béjar)

SPAN 0480 Las formas del yo: Autobiografía y ficción autobiográfica en México y Guatemala (Not offered 2003-04)
The affinities and differences between autobiography proper and autobiographical fiction will be the main object of study for this course. This seminar will explore the ways in which Guatemalan and Mexican writers of memoirs, autobiographical novels, and testimonial literature posit and/or question their texts as viable vehicles for self-construction in the context of history, society, gender, the environment, and literary traditions. We will read works by Elizabeth Burgos-Rigoberta Menchú, Nellie Campobello, Augusto Monterroso, Elena Poniatowska, and Luis Zapata.

SPAN 0489 Impossible Worlds: Contemporary Spanish American Literature of Fantasy (Not offered 2003-04)
The seminar will focus on important examples of Spanish American literature of fantasy in the twentieth century. We will investigate the anthropological, ideological, and literary foundations of *real maravilloso* and *realismo mágico*. These movements, together with literatura fantástica will be examined in the context of avant-garde movements in our continent and abroad. Readings will include fiction by Jorge Luis Borges, Julio Cortázar, Alejo Carpentier, Gabriel García Márquez, and/or Juan Rulfo. Analyses of films and art will complement the discussion. 3 hrs. lect./disc.

SPAN 0500 Independent Study (Fall, Winter, Spring)
The department will consider requests by qualified juniors and senior majors to engage in independent work. (staff)

SPAN 0705 Senior Honors Thesis (Winter, Spring)
The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in SPAN 0705.

Requirements:

1. A student who, by the end of his or her junior year, has completed 10 courses that count towards the major with an average of A- or better may initiate the procedure for an honors thesis proposal.
2. The A- average must be maintained in the course or courses that the student may be taking during the semester of application for an honors thesis. SPAN 0705 is not considered one of the 11 courses required for the major.
3. The student must find a topic that he or she wants to develop into an honors thesis. The student must also find a member of the department who is interested in working with him or her on that topic. The department will consider topics in areas in which the faculty of the department has expertise.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department before the fall midterm recess begins. If the thesis proposal is deemed viable by the adviser, the proposal will be submitted to the faculty of the department by November 1. The department may accept the proposal, require some modifications to it, or reject it. A final version of the proposal must have been accepted by the end of fall term classes.
5. The due date for the first draft of the thesis is April 1.
6. The due date for the final copy of the thesis is the last day of classes.
7. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.
8. The department will require an oral presentation by the student during exam week and/or during graduation weekend.

N.B.: Students graduating in March should consult with the chair concerning scheduling deadlines.

TEACHER EDUCATION

Director: Bob Prigo (on leave); *Lecturers:* Gregg Humphrey (Acting Director), Jonathan Miller-Lane; *Part Time Visiting Assistant Professor:* Claudia Cooper; *Liaison to the ACSU:* Judith Vaill

The proportion of teaching candidates passing state-required assessments (performance and Praxis Exams) is 100%, which places Middlebury College Teacher Education in the 1st Quartile ranking of Teacher Education Programs in Vermont.

The Teacher Education Program offers five minors. For students interested in pursuing a career in either elementary (K-6) or secondary (7-12) teaching, the program offers minors that lead to a recommendation for initial teacher licensure in Vermont, which is also reciprocated in most other states. For students who have a general interest in either elementary or secondary education, but who are not necessarily considering a career in teaching or licensure at this time, the Program offers minors without the professional semester component. The program also offers a broad minor in education, without recommendation for licensure, for students interested in the full range of K-12 education. In every minor, emphasis is given to actual classroom practice. Except for the foundation course, Education in America, all teacher education courses require field placements in local school classrooms.

The Teacher Education Program offers students the opportunity to couple their subject matter expertise with an understanding of how children and adolescents learn and develop. Courses and cognates introduce students to the foundations of education, a range of teaching strategies and methodologies, the uses of technology, classroom management practices, and formative and summative assessment techniques. Methods for working effectively with students from diverse backgrounds and with special needs are also addressed.

In order to be recommended for teacher licensure in Vermont, the student must submit a teacher licensure portfolio. The portfolio must demonstrate ability to plan and teach lessons; to plan, implement and evaluate instruction over time; to use a variety of assessments for modifying instruction and assessing learning; to plan and implement accommodations for students with special needs; to work as a team member and advocate for students and families; and to analyze and reflect on practice and plan for evolution as an educator. At the end of the professional semester, the student will present the licensure portfolio for review to the Teacher Education Portfolio Review Committee. The Portfolio Review Committee is comprised of the cooperating teacher, college supervisor, liberal arts mentor and, when possible, the director of teacher education.

Just prior to the professional semester, each student will select his or her liberal arts mentor. The role of the liberal arts faculty mentor, who is usually chosen from the student's academic major department, is to provide resources and advice in the development of a teaching unit, to visit at least two classes and give feedback on the instruction, and to participate in the review of the student's teacher licensure portfolio.

Students interested in pursuing a minor with teacher licensure should notify the director of the Teacher Education Program of their interest as early as possible, preferably by the fall of the sophomore year. Students who intend to study abroad should be especially careful to plan ahead and should begin their program in teacher education as early as the first year, if possible. Students should plan on devoting a full term (four courses) to their professional semester of student teaching.

Requirements for the Minor in Elementary Education with Recommendation for Licensure (Grades K-6): One term of college science or one term of college mathematics, PSYC 0105, PSYC 0225, PSYC 0327 (required for students entering Middlebury College fall 2000 or after), TEDU 0305, TEDU 0315, TEDU 0317 (winter term), TEDU 0404-0407 with satisfactory review of the student's teacher licensure portfolio by the Teacher Education Portfolio Review Committee.

Requirements for the Minor in Elementary Education without Recommendation for Licensure: PSYC 0105, PSYC 0225, PSYC 0327, TEDU 0305, TEDU 0315, and TEDU 0317 (winter term).

Requirements for the Minor in Secondary Education with Recommendation for Licensure (Grades 7-12): A major or its equivalent in a discipline that coincides with a subject taught widely in public secondary schools*; TEDU 0115 or SOAN 0215 (required for students entering Middlebury College fall 2001 or after); PSYC 0105, PSYC 0216; PSYC 0327 (required for students entering Middlebury College fall 2000 or after); TEDU 0320; TEDU 0327 or DeWitt Clinton High School Internship (winter term); and TEDU 0414-0417 with satisfactory review of the student's teacher licensure portfolio by the Teacher Education Portfolio Review Committee.

*Middlebury College is authorized to recommend licensure in the following subject areas: art, computer science, English, social studies, mathematics, modern language (French, German, Russian, Spanish), and science (earth science, biology, chemistry, geology, physics).

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) can be recommended for licensure in social studies, but such students must also complete a course dealing with geography, a course dealing with a culture or society outside North America, and the two United States history courses, HIST 0203 and HIST 0204.

Requirements for the Minor in Secondary Education without Recommendation for Licensure:

TEDU 0115 or SOAN 0215, PSYC 0105, PSYC 0216, PSYC 0327, TEDU 0320, and TEDU 0327 or DeWitt Clinton High School Internship (winter term).

Requirements for the Minor in Education without Licensure: Any five of the following courses: TEDU 0115 or SOAN 0215, TEDU 0305, TEDU 0315, TEDU 0317 (winter term), TEDU 0320, TEDU 0327 or DeWitt Clinton High School Internship (winter term), PSYC 0327, and TEDU 0500. At most, one TEDU 0500 course can count towards this minor.

The Teacher Education Program recommends the following courses to supplement any of the teacher education minors: SOAN 0215, ARDV 0116, PSYC 0421, and PSYC 0424.

Furthermore, teacher education minors should survey winter term course offerings and internships that would supplement their study in education.

TEDU 0115 Education in America (Spring)
What are schools for? This course examines the American school as a social, political, and cultural institution. A large portion of our population has entered the national discussion regarding the purposes and effects of education. We will both join and study this conversation. We will develop new understandings of current policy disputes by examining the familiar through different ideological and disciplinary lenses. The tools of inquiry in the social sciences will be used to investigate such controversial issues as school choice, bilingual and multicultural education, school funding, affirmative action, special education, state and national standards, standardized testing, and "accountability." 3 hrs. lect./1 hr. disc. **SOC USA NOR** (J. Miller-Lane)

TEDU 0305 Teaching of Literacy and Social Studies in the Elementary School (Spring)
This course is designed to provide prospective elementary teachers with an understanding of literacy and social studies instruction for all learners in K-6 classrooms. In addition to the classes, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). The course will view literacy development (reading, writing, speaking, listening, and viewing) in such a way that assessing and planning instruction fits naturally into everyday classroom activities. We will explore a variety of topics and issues related to social studies: Vermont and National Standards, interdisciplinary approaches, and assessment. *(Approval required)* 3 hrs. lect./1 hr. disc. (C. Cooper)

TEDU 0315 Teaching of Mathematics and Science in the Elementary School (Fall)
This course is an examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the classes and lab, students will participate in a field experience of observing and helping out in elementary school classes in the Middlebury area (approximately 24 hours). Students will construct a working knowledge of assessment and the scope and sequence of mathematics and science skills, concepts, and dispositions; how children learn mathematics and science; effective teaching skills and strategies; and the role of the national and Vermont standards in teaching and learning mathematics and science. *(Approval required)* 3 hrs. lect./3 hrs. lab. (G. Humphrey)

TEDU 0320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school subject areas. This course is designed to familiarize prospective teachers with the nature of the reading process and strategies to develop critical thinking skills in the various disciplines. We will also consider the politics of literacy and the importance of socio-economic, linguistic, and cultural factors in making appropriate choices about methods and materials for diverse populations. Students are also expected to spend at least two hours per week observing and tutoring in secondary schools in the Middlebury area. *(Approval required)* 3 hrs. lect. (J. Miller-Lane)

TEDU 0404 Curriculum Development in Elementary Education (Fall, Spring)
Concurrent with student teaching, this course is designed to provide guidance in curriculum development and its implementation in the elementary classroom, and to explore issues related to the teaching process and the profession. Students will construct a Teaching Licensure Portfolio as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured. The *Vermont Framework of Standards and Learning Opportunities*, the five *Standards for Vermont Educators*, the *Principles for Vermont Educators,* and ROPA-R will guide the development of the Teacher Licensure Portfolio. (Corequisite: TEDU 0405, TEDU 0406, TEDU 0407) *(Approval required)* 3 hrs. lect. (G. Humphrey).

TEDU 0405 Student Teaching in the Elementary School (Fall, Spring)
A semester-long practicum in a local elementary school under the direct supervision of an experienced cooperating teacher. (Corequisite: TEDU 0404) (*Approval required*) (G. Humphrey, C. Cooper)

TEDU 0406 Student Teaching in the Elementary School (Fall, Spring)
See TEDU 0405. (*Approval required*) (G. Humphrey, C. Cooper)

TEDU 0407 Student Teaching in the Elementary School (Fall, Spring)
See TEDU 0405. *(Approval required)* (G. Humphrey, C. Cooper)

TEDU 0414 Curriculum Development in Middle/Secondary Education (Fall, Spring)
Concurrent with student teaching, this course is designed to provide guidance in curriculum development and its implementation in the secondary classroom, and to explore issues related to the teaching process and the profession. Students will construct a Teaching Licensure Portfolio as well as exchange ideas about their student teaching experiences. Topics including technology, classroom management, special education, and assessment will be featured. The *Vermont Framework of Standards and Learning Opportunities,* the Five *Standards for Vermont Educators,* the *Principles for Vermont Educators,* and ROPA-R will guide the development of the Teacher Licensure Portfolio. *(Approval required)* 3 hrs. lect. (J. Miller-Lane)

TEDU 0415 Student Teaching in the Middle School/High School (Fall, Spring)
A semester-long practicum in a local middle or high school under the direct supervision of an experienced cooperating teacher. (Corequisite: TEDU 0414) *(Approval required)* (J. Miller-Lane, C. Cooper)

TEDU 0416 Student Teaching in the Middle School/High School (Fall, Spring)
See TEDU 0415. *(Approval required)* (J. Miller-Lane, C. Cooper)

TEDU 0417 Student Teaching in the Middle School/High School (Fall, Spring)
See TEDU 0415. *(Approval required)* (J. Miller-Lane, C. Cooper)

TEDU 0500 Independent Project (Fall, Winter, Spring)
(staff)

TWO WINTER TERM COURSES AND AN INTERNSHIP ARE REGULARLY OFFERED AT MIDDLEBURY:

TEDU 0317 Children and the Arts (Winter)
This course will examine the integration of the arts into the elementary curriculum. Students will teach standards-based lessons that include the literary, performing, and visual arts., Activities will include art projects, sketch journals, reading assignments, and the exploration of community and teaching resources. Students will gain an understanding of the important role the arts can play in the curriculum through field placements in local schools (approximately 15 hours/week) and class discussions. *(Approval required)* (T. Humphrey) Credit/No-credit Limit on enrollment: 15

TEDU 0327 Field Experience in Middle/Secondary Education and Special Education (Winter)
Required for students with a minor in secondary education, this course provides students with the opportunity to explore secondary teaching and special education. Working closely with practicing middle and high school teachers, students will spend five days a week (8:30 A.M.- -2:15 P.M. in the schools, observing, tutoring, directing small-group learning, developing lessons, and assessing student work. In the seminar associated with the field experience, students will explore, through selected readings and a case study, the policy and pedagogy of special education for students with learning disabilities. Further topics in middle/secondary education will be addressed. *(Approval required)* (J. Miller-Lane) Credit/No-Credit Limit on enrollment: 15

TEDU 0337 DeWitt Clinton High School Internship (Winter)
This course provides teaching and learning opportunities at New York City Public Schools with a focus on DeWitt Clinton High School, an urban school in the Bronx. During the term, each student will be assigned to work as an intern with a classroom teacher or program at a New York City school. Tasks will vary but may include: observing classes, tutoring, directing small-group work, working with special education students, working in the computer lab and working with outreach programs. Students will spend five full days at the school each week, keep a journal, and write up a case study in special education. In addition, there will be visits to other schools and educational programs in the area. *(Approval required)* (L. Nesbitt, DeWitt Clinton Partnership Administrator) Please contact Leroy Nesbitt during the first week of November, prior to registration. Credit/No-credit. Limit on enrollment: 8

THE PROFESSIONAL SEMESTER
Admission to the professional semester is by application only. Deadlines are March 15 for students wishing to do their student teaching in the following fall term and October 15 for student students wishing to do their student teaching in the following spring term. Applications can be obtained from Gregg Humphrey, director of teacher education, Twilight Hall 108.

In order to be assured of a positive recommendation for teacher licensure, students must complete TEDU 0404 or TEDU 0414 with a grade of at least a B and TEDU 0405-0407 or TEDU 0415-0417 with a pass.

Prerequisites to the Professional Semester:
Note: In a few cases, students may elect to do their professional semester during the fall of their senior year. Such students will need to show progress

towards meeting the prerequisites listed below and will not be recommended for teacher licensure until successful completion of all graduation requirements.

Successful completion of a first-year seminar, a College writing course, a major, and the college-wide distribution requirement;

Successful completion of all pre-practicum course requirements for the minor in secondary or elementary teacher education with recommendation for licensure;

Satisfactory performance of at least 60 hours of field placement work in local schools;

Assessment by the teacher education faculty of a student's communication skills in prerequisite courses;

Assessment by a liberal arts faculty, usually from the student's major;

An overall B or better average in courses taken before the professional semester;

A B or better average in the field of major studies before the professional semester;

A sincere interest in undertaking student teaching and becoming a teacher as reflected in the student's self-recommendation essay;

Review by the Teacher Education Committee of the applicant's transcript, performance in Teacher Education and related courses, self-recommendation essay, and Academic Reference form completed by a liberal arts faculty;

Possession of such personal qualities as initiative, dependability, self-confidence, empathy, cooperativeness, and flexibility in adapting to new situations, as evaluated by the Teacher Education Program faculty, by other faculty at the College, and, when appropriate, by classroom teachers involved in the student's field placements.

Professional Semester Placements: Student teachers will be placed in Vermont schools within a short driving distance of Middlebury College. This generally limits placements to the ACSU (Addison Central Supervisory Union) and ANESU (Addison Northeast Supervisory Union) schools. Students will be expected to provide or arrange their own transportation.

The Ninth Semester Program: Students who wish to gain a recommendation for teacher licensure, but are unable to complete the professional semester during their undergraduate years, may apply to undertake the professional semester after graduation. To be eligible, students must have completed all of the pre-practicum course requirements and prerequisites to the professional semester (listed above). For students not on financial aid, the tuition for the Ninth Semester Program is the same as the fee charged to Special Students for one course. (See "Student Finances" under General Information.) Students on financial aid will receive a reduction in this fee. Students who have not received Financial Aid, but who can demonstrate need may apply to the director of the Teacher Education program for a reduction of the fee.

Licensure Exams: While successful completion of the student teaching semester and licensure portfolio fulfills the education minor and leads to a recommendation to the Vermont Department of Education for teacher licensure, the student will still need to obtain passing scores on the Praxis I and II Exams to secure their teaching license. Students with a total score of 1100 or better on the SAT or GRE (minimum of 500 on both verbal and math) or with scores of 22 or better on both the verbal and math parts of the ACT do not have to take Praxis I Exam.

Information on the Praxis I and II Exams can be obtained from Gregg Humphrey, director of teacher education, Twilight Hall 108.

THEATRE AND DANCE

Professors: Cheryl Faraone, Andrea Olsen, Richard Romagnoli, Douglas Sprigg (theatre chair); *Associate Professor:* Mark Evancho; *Assistant Professor:* Jule Emerson; *Visiting Instructor:* Claudio Medeiros; *Lecturers:* Penny Campbell, dance program chair; *Visiting Lecturers:* Dana Yeaton (fall); *Technical Director:* Allison Rimmer; *Costume Director:* Linda Waters; *Associate Technical Director:* James Dougherty; *Assistant Technical Director.* Hallie Zieselman; *Lighting Designer and Technical Director for Dance:* Jennifer Ponder; *Artist in Residence in Dance:* to be determined; *Assistant Costume Director:* Melonie Bushey *Musical Director for Dance:* Michael Chorney

COLLEGE WRITING PROGRAM

THEA/WAGS 0206 Contemporary Women Playwrights, THEA/ENGL 0218 Playwriting I: Beginning, and DANC 0284 Dance History fulfill the College writing requirement.

THEATRE

Consult our Web site www.middlebury.edu/~tdfv/theatre.html for the most current information, performance schedules, and links to our professional affiliate, the Potomac Theatre Project. The theatre program is designed to encourage creativity, artistic excellence, and a rigorous examination of the current and historical possibilities for theatrical expression. Theatre guides students toward an integrated understanding of all aspects of the theatrical experience while sharpening their creative and analytic skills in acting, directing, designing, playwriting, literature, history, and criticism.

Beginning in January 2003, students selecting theatre will take The Creative Process (ARDV 0116), Acting I: Beginning Acting (THEA 0102), Theatre History (THEA 0208), Directing I (THEA 0214), Twentieth-Century Performance Aesthetics (THEA 0306), one course in design to be determined in consultation with their adviser, and Senior Seminar (THEA 0426) In addition, students will choose one of the following tracks: acting/directing; design; or dramatic literature, theory, and playwriting:

Acting/Directing Track: Students choosing the acting/directing track will also take two courses in dramatic literature/history, with a theatre prefix and three courses in performance for a total of five additional courses, to be determined in consultation with their adviser.

Design Track: Students choosing the design track will also take History of Art and Architecture Survey I: Ancient to Renaissance (HARC 0110), History of Art and Architecture Survey II: Renaissance to the Present (HARC 0111), and three additional courses in design (see below), to be determined in consultation with their adviser.

Dramatic Literature, Theory, and Playwriting Track: Students choosing the dramatic literature, theory, and criticism track will also take Playwriting I (THEA/ENGL 0218). The remaining four courses include: two additional dramatic literature courses with a theatre prefix and two other courses (to be selected in conjunction with the student's adviser) from among other literature, theory, and criticism courses taught at the college. Introduction to Literary Theory and Criticism (CLAS/LITS 0360) is strongly recommended.

The Theatre Acting/Directing or Dramatic Literature/Theory Joint Major: Students choosing the acting/directing or dramatic literature/theory tracks as a joint major are required to take seven courses: The Creative Process (ARDV 0116), Acting I: Beginning Acting (THEA 0102), Theatre History (THEA 0208), Directing I (THEA 0214), Twentieth-Century Performance Aesthetics (THEA 0306), one design course (see listings above), and Senior Seminar (THEA 0426).

The Theatre Design Joint Major: Students choosing the design track as a joint major are required to take seven courses: The Creative Process (ARDV 0116), Theatre History (THEA 0208), Directing (THEA 0214), Twentieth-Century Performance Aesthetics (THEA 0306), two design courses (see listings above), and Senior Seminar (THEA 0426).

The Theatre Minor: The theatre minor consists of six courses, as follows: Visual Creativity for the Stage (THEA 0101); Acting I: Beginning Acting (THEA 0102); Theatre History (THEA 0208); The Creative Process (ARDV 0116), one production studio course; and one dramatic literature course with a theatre prefix.

COURSE CATEGORIES:

Drama/History: Contemporary Women Playwrights (THEA/WAGS 0206), Theatre History (THEA 0208), Contemporary British Playwrights (THEA 0228), Contemporary American Playwrights (THEA/AMLT 0216), Modern Drama (THEA 0226), Twentieth-Century Performance Aesthetics (THEA 0306)

Performance: Acting I: Beginning Acting (THEA 0102), Acting II: Voice/Body for the Actor (THEA 0202), Production Studio: Acting/Directing (THEA 0210/0220)*, Directing I (THEA 0214), Playwriting I (THEA 0218), Playwriting II: Advanced (THEA 0318), Acting III: Scene and Monologue Study (THEA 0302), Directing II: Advanced (THEA 0324), Acting IV: Styles of Acting (THEA 0402), Production Company (THEA 0404)*, Spring Repertory (THEA 0429) *Only one

Design: Visual Creativity for the Stage (THEA 0101), Scenic Design I (THEA 0111), Lighting Design I (THEA 0113), History of Western Dress (THEA 0125), Costume Design I (THEA 0205), Costume Design II (THEA 0325), Scenic Design II (THEA 0221), Lighting Design II (THEA 0223), Production Studio: Design (THEA 0119/0129)* *Only one

HONORS

Theatre: Honors, high honors, or highest honors are awarded to graduating seniors in the theatre program based upon their grade point average in theatre courses of A- or better and overall distinction in the department. Normally only full majors will be eligible for high or highest honors.

DANCE

Central to the dance focus is the development of the creative artist through critical study and regular practice in contemporary dance techniques, improvisation and choreography, history, theory, experiential anatomy and kinesiology, and performance. Individual talents and interests will draw a student toward advanced study/application of dance in many possible areas within the department and/or broader College curriculum. The dance major is designed to provide a solid and extensive base of intellectual and experiential expertise in dance, applicable widely, as well as necessary flexibility to accommodate individual educational goals.

Core courses required for dance are: The Creative Process (ARDV 0116), Dance History (DANC 0284), Anatomy and Kinesiology (DANC 0276), three terms of technique at or above the 0200 level, an independent project (DANC 0500, normally undertaken in the second semester of the junior year or as a senior), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Three other courses at the 0200 level or above are carefully selected in consultation with a dance faculty adviser to complete the major and deepen expertise in the dimension of dance study appropriate to the individual student. Suggested are courses in history of art and architecture, creative writing, music, theatre, design, or film/video. A 0700-level independent project may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Joint Major: The dance joint major consists of seven courses as follows: (1) Three courses in dance technique and choreography, two of which are at or above the 0200 level (2) ARDV 0116:The Creative Process (3) DANC 0284: Dance History (4) DANC 0276: Anatomy and Kinesiology *OR* DANC 0277: Body and Earth (5) DANC 0500: Senior Independent Project.

***The Dance Minor*:** The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 0200 level (DANC 0260, DANC 0261, DANC 0360, DANC 0361, DANC 0380, DANC 0381); (2) DANC 0276 Anatomy and Kinesiology or DANC 0277 Body and Earth; (3) DANC 0284 Dance History or DANC 0279 Movement Intentionality for the Stage; (4) one additional course from theatre and dance course listings.

HONORS

***Dance*:** Honors, high honors, or highest honors are awarded to graduating seniors in the dance program based upon a grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 0500 independent project, and overall distinction in the department. Normally only full majors will be eligible for highest honors.

DIVISIONAL COURSES

ARDV 0116 The Creative Process (Fall, Spring)

A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms by means of lectures, discussions, presentations, and readings. ARDV 0116 is a hands-on, experiential course suggested for all non-arts majors with an interest in exploring creativity in the arts. Practical work is closely accompanied by readings intended to trigger investigations of the creative process on a personal/individual level. The course culminates with creation and performance of a short project. Required of theatre and dance majors. (First- and second-year students only) 3 hrs. lect. **ART** (fall: P. Campbell, dance; spring: C. Medeiros, theatre; P. Campbell, dance)

THEATRE COURSES

THEA 0101 Visual Creativity for Stage (Fall)

Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in figure drawing, charcoal and chalk, watercolor painting, and model making are intended to stretch the student's research ability, artistic imagination, critical-analysis, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. Up to 35 hours of production lab work will be required. 3 hrs. lect./up to 3 lab. **ART** (M. Evancho)

THEA 0102 Acting I: Beginning Acting (Fall, Spring)

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are expected to audition for departmental shows. (First- and second-year students only) 3 hrs. lect. **ART** (fall: R. Romagnoli, Staff; spring: R. Romagnoli, D. Sprigg)

THEA 0111 Scenic Design I: Beginning (Fall)

Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects will introduce the student to sketching, painting, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course/3 hrs. lect. **ART** (M. Evancho)

THEA 0113 Lighting Design I: Beginning (Spring)

This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course/3 hrs. lect. **ART** (M. Evancho)

THEA 0125 History of Western Dress: 1300-Present (Spring)

This course will address the changing ways in which societies have clothed the human body since the phenomenon of fashion in Western dress began during the late Middle Ages. Slides, readings, and video clips will be used to examine the ways in which evolving styles of dress reflect the social and political values of a society. 3 hrs. lect. **ART** (J. Emerson)

THEA 0202 Acting II:Voice & Body for Actor (Fall)

Using Linklater technique for the voice and Alexander technique for the body, students will study the physiological foundations of voice and alignment. By means of interrelated physical and vocal exercises, students will discover ways of changing patterns that restrict a full range of physical and vocal expressiveness. Students will study and present a passage from a naturalistic text and a passage from Shakespeare to explore ways in which their new physical and vocal skills may be used to express a greater range of intellectual and emotional understanding. Students are required to audition for departmental shows. (THEA 0102 and ARDV 0116; *approval required)* 4 hrs. lect. (D. Sprigg)

THEA 0205 Costume Design I: Beginning (Fall)
This introductory course will explore the art and practice of costume design for the theatre. Topics will include the psychology of dress, play-script and character analysis, concept development, historical research, figure drawing, and fabric considerations. To provide students with an opportunity to apply their theoretical knowledge of costume design, we will spend a portion of the term creating the costumes for Chekhov's *The Cherry Orchard*. (No prior drawing experience is assumed or expected.) 4 hrs. lect. **ART** (J. Emerson)

THEA/WAGS 0206 Contemporary Women Playwrights (CW) (Not offered 2003-04)
The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, and European playwrights of the 1970s to the present. Authors to be explored include: Maria Irene Fomes, Caryl Churchill, Pam Gems, Suzan-Lori Parks, Adrienne Kennedy, Naomi Wallace, and others. The playwrights' concerns range from the domestic to the apocalyptic, and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationships to the culture and to the art form. 3 hrs. lect./4 hrs. CW lect. **ART LIT**

THEA 0208 Theatre History (Spring)
Using the dramatic text as the primary focus, this course will chart the progression of theatre from its ritualistic origins to the advent of modern drama. This survey will include an overview of theatrical architecture, the evolution of design and acting styles, and the introduction of the director. Since theatre does not exist in a void, a consideration of the social, cultural, political, and scientific milieu of each era studied will be included in the course. Through a major paper, students will have the opportunity to more closely research aspects of a particular period. **ART EUR** (C. Medeiros)

THEA 0214 Directing I: Beginning (Fall)
As a group, students will analyze one or two plays to discover the process involved in preparing a script for production. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (THEA 0102 and ARDV 0116; *Approval required)* 4 hrs. lect. (D. Sprigg)

THEA/AMLT 0216 Contemporary American Playwrights (Not offered 2003-04)
The course will analyze new plays that have been produced since America's withdrawal from Vietnam. Plays by David Mamet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann and others will be studied for their dramaturgical and theatrical values, as well as their sociopolitical import. **LIT ART USA NOR**

THEA/ENGL 0218 Playwriting I: Beginning (CW 16) (Fall)
The purpose of the course is to gain a theoretical and practical understanding of writing for the stage. Students will read, watch, and analyze published plays, as well as work by their peers, but the focus throughout will remain on the writing and development of original work. (An introductory writing course, an introductory theatre course, or by waiver) 4 hrs. lect./individual labs (D.Yeaton)

THEA 0221 Scenic Design II: Advanced (Not offered in2003-04)
A continuation of THEA 0211, with increasing emphasis, in class, on the design projects and their critiques. (THEA 0111)

THEA 0223 Lighting Design II: Advanced (Spring)
This upper-level course is designed for the very serious student interested in light design. The course offers hands-on experience in the studio lab, studying the relationship of the conceptualization and the organization of a light design for the 3-D stage environment. (THEA 0113 and by approval) 3 hrs. lect., up to 3 hrs. lab. (M. Evancho)

THEA 0226 Modern Drama (Not offered in 2003-04)
A study of representative playwrights, from Ibsen and Chekhov to Osborne, whose radical experiment with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultural context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwright and how these techniques are designed to communicate to an audience in the theatre. **LIT ART EUR**

THEA 0228 Contemporary British Playwrights (Not offered 2003-04)
This course will explore Great Britain's controversial theatrical movement, beginning in the late sixties, which came to be known as "The Fringe." Plays by David Hare, Howard Brenton, Stephan Poliakoff, Howard Barker, David Edgar, Caryl Churchill, Snoo Wilson, Trevor Griffiths, and others will be discussed. Particular focus will be on the plays' dramaturgical and theatrical values, as well as their impact on the overall development of the Fringe theatre movement and its influence on the more traditional theatrical establishment. 3 hrs. lect. **LIT ART EUR**

THEA 0302 Acting III: Scene and Monologue Study (Spring)
Designed primarily for majors who have had experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I and Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to expanding the performer's range of emotional and intellectual expressiveness. (THEA 0102, THEA 0202 and approval) 4 hrs. lect. (D. Sprigg)

THEA 0306 Twentieth-Century Performance Aesthetics (Fall)
An intensive exploration of the evolution of the theory and practice of theatrical experimentation in the twentieth century. Starting with the early challenges to Stanislavskian naturalism manifested in the work of Meyerhold, Craig, Brecht, Grotowski, and Artaud, the course will examine how these challenges influenced theatrical innovation throughout the century. Students will write papers and do presentations on the work of such artists as Peter Brook, Joseph Chaikin, Richard Schechner, Ariane Mnouchkine, Augusto Boal, and others. Questions about the nature of Modernism and the relationship between art and reality will guide an exploration of the performance aesthetics that have dominated this century. (ARDV 0116) 3 hrs. lect./1 hr. screen. (R. Romagnoli)

THEA/ENGL 0318 Playwriting II: Advanced (Not offered in 2003-04)
For students with experience writing short scripts, this workshop (course) will provide a support structure in which to write a full-length stage play. It will begin with extended free and guided writing exercises intended to help students write spontaneously and with commitment. Class discussions will explore scene construction, story structure, and the development of character. (ENGH 0170, THEA 0218, THEA/ENGH 0240 and approval required)

THEA 0324 Directing II: Advanced (Fall)
This is a course for the upper level theatre student with previous experience in directing. Students will read, reflect on and analyze, and direct works from segments of various historical periods and in a variety of styles; simultaneously, significant attention will be given to the director/designer collaboration, working with actors, and the pragmatic aspects of mounting a production. (THEA 0214, additional directing experience or by waiver) 4 hrs. lect. (C. Faraone)

THEA 0325 Costume Design II: Advanced (Not offered in 2003-04)
Continued instruction in costume design and figure illustration. Design projects will focus on the further development of students' graphic and conceptual abilities. Screenings and performances will be used to enhance the exploration of design aesthetics. (THEA 0205 or by approval) 3 hrs. lect. **ART** (J. Emerson)

THEA/RUSS 0354 Chekhov (in English) (Fall)
See Department of Russian for course description. **LIT EUR**

THEA 0400 Special Topics: (Offered as required)

THEA 0402 Acting IV: Styles of Acting (Spring)
The course will expose students to the rigorous physical, vocal, mental, and emotional demands of "non-naturalistic" acting, beginning with the Greeks, continuing through Shakespeare, Restoration, the eighteenth century, and ending with contemporary absurdist playwrights. Emphasis is first upon an intellectual understanding of the texts, then upon their fullest physical, vocal, and emotional expression. The course is designed for students who have had some prior stage experience. (ARDV 0116, THEA 0102 and an additional performance course) 4 hrs. lect./1hr. screen. (C. Faraone)

THEA 0426 Senior Seminar (Spring)
This course is is designed for the senior theatre major as a capstone experience, examining the theatrical disciplines of literature, performance, design and the creative process through the lens of a single historical period. Work includes the study of theatrical literature and criticism of the period, the design of the playhouse and staging techniques of the time, the exploration of the varying performance modes in theatre, and the position of theatre in the society of the time. Course requirements include a major paper on some aspect of the course, along with a range of exercises in design, performance and play analysis. lecture/screening (C. Faraone)

PRODUCTION STUDIOS

THEA 0119 Fall Production Studio: Design (Fall)
In preparing two fully produced theatrical productions for the stage, students will participate in and be

exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) 1 hr. lect./8 hrs. lab **ART** (M. Evancho)

THEA 0129 Spring Production Studio: Design (Spring)

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) 1 hr. lect./8 hrs. lab **ART** (M. Evancho)

THEA 0210 Fall Production Studio: Acting (Fall)

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing a play. or. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held at the beginning of the term. Candidates for stage manager and assistant director should interview with the director of the production. Students will be responsible for three design/production calls. *(Approval required)* **ART** (C. Faraone, R. Romagnoli)

THEA 0220 Spring Production Studio: Acting (Spring)

The cast, stage manager, and assistant director work as part of a company, interpreting, rehearsing, and performing a play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. Students will be responsible for three design/production calls. *(Approval required)* **ART** (D. Sprigg, C. Medeiros)

THEA 0404 Production Company (Not offered in 2003-04)

This course is designed to create a theatrical ensemble that not only explores performance but also its theoretical underpinnings and social implications. The company will yield two shows; all students will be involved with both technical and production aspects of both shows. The course will include weekly meetings devoted to discussions of readings. One research paper will be required at the end of the term.

THEA 0429 Spring Repertory Company (Not offered in 2003-04)

This course is designed to create a theatrical ensemble that not only explores performance but also its theoretical underpinnings and social implications. The company will yield three shows, the final one providing the visual and thematic thrust for the season. The course will include weekly meetings devoted to discussions of readings. One research paper will be required at the end of the term.

INDEPENDENT PROJECTS

Independent projects are a privilege open to those students with advanced preparation, a B+ average in departmental courses, and superior records in the field of the proposed project. Extremely qualified students may apply to do a 0500 project in their junior year and a 0700 project in their senior year.

THEA 0500 Junior Independent Project (Fall, Winter, Spring)

THEA 0700 Senior Independent Project (Fall, Winter, Spring)

DANCE COURSES

DANC 0160 Introductory Dance (Fall, Spring)

An entry-level dance course introducing movement techniques, improvisation/composition, performance, experiential anatomy, and history of twentieth-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. 2 hrs. lect./3 hrs. lab **ART** (fall: P. Campbell; spring: A. Olsen)

DANC 0161 Advanced Beginning Dance I (Fall, Spring)

Provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical expertise. (DANC 0160 and by waiver) 3 hrs.

lect./3 hrs. lab **ART** (fall: P. Campbell; spring: staff)

DANC 0162 Advanced Beginning Dance II (Fall, Spring)
Continuation of DANC 0161. (DANC 0161 and by waiver) 3 hrs. lect./3 hrs. lab (fall: P. Campbell; spring: staff)

DANC 0260 Intermediate/Advanced Dance I (Not Offered 2003-04)
Concentrated intermediate-level work in modern dance technique, choreography, and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, etc.) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues-questions and values of importance to the dancer/choreographer-are addressed through readings and writings. (DANC 0161) **ART**

DANC 0261 Intermediate/Advanced Dance II (Not Offered 2003-04)
Continuation of DANC 0260

DANC 0276 Anatomy and Kinesiology (Spring)
An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students) 3 hrs. lect. **ART** (A. Olsen)

DANC 0277 Body and Earth (Fall)
How does our relationship with our body affect the way we interact with the world around us? This course focuses on the connection between the human body and the environment, specifically through study of the perceptual, neuromuscular, fluid, and respiratory systems. Weekly outdoor sessions, essays by contemporary nature writers and scientists, and creative writing assignments about sense of place encourage synthesis of personal experience with factual information. 3 hrs. lect. **ART** (A. Olsen)

DANC 0279 Movement Intentionality for the Stage (Not Offered 2003-04)
This course is intended for students in the performing arts seeking focused attention on the expressive potential of the body. The course examines processes that will enable students to develop short, original performance pieces rooted in kinesthetic experience, including movement, voice, and visual perception. We will employ improvisational methods to generate and experiment with physical language, text, and other compositional components of performance. Students craft these elements into "portraits" or "little theatres" for periodic presentation in class. Discussion of readings in the history and current practice of performance art, drawn from the literature on dance, theatre, music, and visual arts, will support creative work. (THEA 0102 or DANC 0160 or ARDV 0116) 3 hrs. lect. **ART**

DANC 0284 Dance History (CW5) (Not Offered 2003-04)
A seminar focusing primarily on the emergence and development of twentieth-century American concert dance-especially modern and post-modern dance forms-from the confluence of European folk and court dance, African and Caribbean influences, and other American cultural dynamics. We will look at ways in which dance both responds to and creates its cultural milieu. Readings, video, and live performance illuminate the artistic products and processes of choreographers whose works mark particular periods or turning points in this continuously unfolding story. Additional goals are to support informed critical articulations and an understanding of the complexity of dance as art. 3 hrs. lect./2 hrs. screen. **ART**

DANC 0360 Intermediate/Advanced Dance III (Fall)
Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreography and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. 6 hrs. lect./2 hrs. Lab

DANC 0361 Intermediate/Advanced Dance IV: Performance Improvisation (Spring)
Continuation of DANC 0360 6 hrs. lect./2 hrs. lab. (P. Campbell)

ENVS/DANC 0377 Nature and Creativity (Spring)
In this course we will explore the relationship between the creative process and natural processes and phenomena. Among our activities will be: weekly outdoor sessions of observation; journal writing; and sketching; reading of essays by contemporary nature writers and scientists; and exercises focusing on the connection between the human body and the environment. Course work will include a public presentation demonstrating expertise in one art form. (Two ES core courses and two studio courses-

dance, music, visual art, film/video, theatre, creative writing -or by approval). 3 hrs. lect./disc. **ART** (J. Elder, A. Olsen)

DANC 0380/0381 Dance Company of Middlebury (Fall, Winter)
The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in departmental technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition.) (DANC 0161; *Approval required)* 3 hrs. lect./3 hrs. lab. (A. Olsen)

DANC 0400 Special Topics in Dance: Independent Study (Fall, Spring)
(Approval required) (staff)

WOMEN'S & GENDER STUDIES

Departmental Faculty: Cheryl Faraone (joint Women's and Gender Studies and Theatre, Dance, and Film/Video), Dwight Fee (Sociology/Anthropology), Margaret K. Nelson (joint Women's and Gender Studies and Sociology/Anthropology)

Participating Faculty: Katherine Smith Abbott (History of Art and Architecture), Holly Allen (American Literature & Civilization) Vermonja Alston (English), Chela Andreu (Spanish), Louisa Burnham (History) Alison Byerly (English), Susan Campbell (Psychology), Armelle Crouzieres-Ingenthron (French), James Davis (Religion), David Edleson (Dean of Cook Commons), Deborah Ellis (Film & Media Culture), Deborah Evans (American Civilization and Film/Video), Concha Gomez (Mathematics), Rebecca Gould (Religion), Roman Graf (Assoc. Provost for Institutional Diversity), Jennifer Heuer (History), Heidi Grasswick (Philosophy), Bethany Ladimer (French), Hilda Llorens (Sociology/Anthropology), Antonia Losano (English), Tamar Mayer (Geography), Brett Millier (American Literature & Civilization), Jason Mittell (Film & Media), Amy Morsman (History), Kamakshi Murti (German), Kevin Moss (Russian), Ellen Oxfeld (Sociology/Anthropology), Jennifer Post (Music), Paula Schwartz (French), Yumna Siddiqi (English), Gail Smith (Physical Education), Jacob Tropp (History, on leave 2003-04), William Waldron (Religion), Marion Wells (English)

Women's and Gender Studies is an interdisciplinary major program that employs gender as a basic category of analysis. Students will examine the fundamental questions raised by the scholarship on women and gender through an interdisciplinary selection of courses offered throughout the curriculum. A major in women's and gender studies addresses the intersections of gender and class, ethnicity, sexual orientation, and other constructions of difference. Women's and gender studies courses use gender to inform academic inquiry in a variety of ways. They may explore the contributions of women to society and culture in specific fields, such as literature, history, or the arts; they may focus on the position and contributions of women of color; they may use the growing field of queer theory to explore gay, lesbian, and bisexual issues. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major throughout the body of the student's work.

Requirements for a Women's and Gender Studies Major: The major consists of three parts as outlined below: 1) a solid grounding in the theories and methods of women's and gender studies, 2) specialized expertise within a traditional discipline (the field requirement), 3) a non-Western requirement, and 4) senior work. The minimum requirement for the major is 10 courses; most students will require some additional courses.

1. Women's and gender studies courses (10 courses, some of which may also serve the second and third requirements outlined below):

✽ Two introductory-level courses in women's and gender studies: Students must take these courses in two different academic categories as described in the college distribution requirement. They may be chosen from among the list of courses indicated below, under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)
✽ WAGS 0200
✽ WAGS 0400
At least five other women's and gender studies courses in the 0200-to 0500- level range (in at least two different academic categories). These five courses may also serve the second and third requirement outlined below.

Old Field Requirements:

2. *A Field*: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated women's and gender studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline.

New Field Requirements: This new field requirement will apply to all WAGS majors beginning with the class of '05. The old field requirement will apply to students graduating before '05. Students will take four to six courses in a discipline of their choice (the requirements for each discipline participating in the program are listed below). At least one of these courses must be a course that is cross-listed in women's and gender studies (if none is available then an independent study should be arranged). In choosing a discipline, students must also consult with the WAGS program director as well as with an adviser from their field. If a discipline is not listed below, students may construct a disciplinary focus, in consultation with an adviser from the field and the WAGS program director. (Note: the field requirement is satisfied automatically by joint majors).

Field Requirements:

American Civilization: AMCV 0210, AMCV 0211, AMLT 0201 or AMLT 0202, AMLT 0260, one or two other AMLT/AMCV courses, each with a gender component.

Film: FMMC 0131, FMMC 0231, FMMC 0232, or FMMC 0340, one foreign national or international cinema course, and FMMC 0230

French: any four courses above the 0200 level, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.

Geography: GEOG 0100, two of the following: GEOG 0206, GEOG 0210, GEOG 0212, GEOG 0213, GEOG 0310, or 0320, GEOG 0410.

German: any four courses above the 0200 level, including one course cross-listed in WAGS. Some, but not all of the courses may be taken in English.

History: one 0100-level course, a research seminar (any course in the 0450s), and three other history courses, at least two of which should focus directly on women and/or gender.

History of Art: HARC 0101, HARC 0103, HARC 0104, HARC 0110, or HARC 0111, four courses at the 0200 level or above, one of which must be HARC/WAGS 0209.

Literature in English: LITS 0101 or AMLT 0103 or ENGL 0203. Two of the following courses: AMLT 0202, AMLT 0203, AMLT 0204, ENGL 0242 (was ENGL 0214), ENGL 0270 (was ENGL 0241), ENGL 0205 (was ENGL 0212). Other Literature courses may be substituted with approval. AMLT/WAGS 0260, ENGL/WAGS 0114

Music: one course cross-listed in WAGS, four courses above the 0200 level, and two semesters in a departmental ensemble or approved ensemble.

Religion: RELI 0110 or RELI 0120, one cross-listed course in WAGS, one 0400-level seminar, and one elective (these courses should be in either the Eastern or Western tradition.

Philosophy: five courses, including PHIL/WAGS 0234, one course in history of philosophy, one course in ethics and/or social and political philosophy, and one 0400-level philosophy seminar. Additionally, both PHIL 0180 and PHIL 0150 are strongly recommended.

Psychology: PSYC 0105, PSYC 0203, PSYC/WAGS 0420 and 0429, and one other PSYC course.

Sociology/Anthropology: SOAN 0103, SOAN 0105, SOAN 0301 or 0302, SOAN 0305 or 0306, and one elective cross-listed in WAGS.

Theatre: THEA 0102 (Acting 1) THEA/WAGS 0206, three other courses in theatre of which one must be cross-listed in WAGS.

3. ***Non-Western requirement***: At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's and gender studies course.

4. ***Senior work***: Students are required to complete a one-semester senior essay (WAGS 0700) or a two-semester senior thesis (WAGS 0710) applying the methods learned in the field course work and in WAGS 0400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers regularly during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: thesis grade of B+; high honors: thesis grade of A-; highest honors: thesis grade of A.

Minor in Women's and Gender Studies: The women's and gender studies minor will consist of five courses, including: at least one introductory course in WAGS from among ENGL/WAGS 0114, SOAN/WAGS 0191, or an appropriate first-year student seminar, with the approval of the program director; WAGS 0200, WAGS 0400; and two electives.

WOMEN'S AND GENDER STUDIES PROGRAM COURSES

WAGS 0200 Foundations in Women's and Gender Studies (Spring)

We will use interdisciplinary nature of women's and gender studies to explore three or four topics from a variety of perspectives. Our study of each topic will be informed readings in a wide range of fields. For example, a section on women in the arts might include readings in art history, musicology, theatre and dance history, and literary theory. The course is an introduction to the entire field of women's and gender studies, as well as a detailed exploration of several important areas of our culture. 3 hrs. lect. **SOC CMP** (A. Losano)

WAGS 0223 Introduction to Gay and Lesbian Studies (Not offered 2003-04)

This course will provide an introduction to the interdisciplinary field of gay and lesbian studies. We will explore three topics: the construction and representation of homosexuality in history, queer culture before and after Stonewall, and queer theory. Readings will include works by Martin Duberman, Lillian Faderman, Oscar Wilde, Radclyffe Hall, Tony Kushner, Sarah Schulmann, Eve Sedgewick, and Michel Foucault. **SOC USA**

WAGS 0225 Women and Fascism (Not offered 2003-04)
Like their male counterparts, individual women lived, wrote, struggled, and died in World War II Europe; like men, they both challenged and supported repressive regimes. Yet, unlike men, their social and civic roles were the subject of intense ideological debate in the "new Europe." How did women figure in state policies and programs in Germany, Italy, and France? How did European women, and Jewish women in particular, negotiate the demands of work, family, and political activism in their everyday lives? We will explore these questions in the light of recent feminist thinking using theory, memoirs, historical literature, film, and fiction. **HIS EUR CMP**

WAGS 0400 Women and Gender: Interdisciplinary Perspectives (Fall)
Open to students who have completed two introductory courses in women's and gender studies, this seminar is designed to prepare majors in the women's and gender studies program for senior work. It also serves as an advanced reading seminar for other students with course work in women's and gender studies. The class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debate over women's issues. What themes, research goals, and problems unify the work of women's and gender studies across the disciplines? How is the category of gender related to other categories of identity and/or social location? Topics may include legal and political reform, language, reason and emotion, sexuality, and visual representations of the body. (WAGS 0200) 3 hrs. lect. (D. Fee)

WAGS 0500 Independent Study (Fall, Winter, Spring)
(staff)

WAGS 0700 Senior Essay (Fall, Winter, Spring)
(staff)

WAGS 0710 Senior Thesis (Fall, Winter, Spring)
(staff)

COURSES OFFERED IN DEPARTMENTS

Introductory Courses

Appropriate First-Year Seminars (Please consult program chair)

WAGS/ENGL 0114 Reading Women's Writing (Fall)
See Department of English listings for description. **LIT** (M. Wells)

WAGS/SOAN 0191 Introduction to Sociology of Gender (Fall)
See Department of Sociology/Anthropology listings for description. **SOC CMP** (D. Fee)

WAGS/WRPR 0201 Writing Across Differences (CW) (Not offered 2003-04)
See College Writing Program listings for description. **ART LIT**

WAGS/THEA 0206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (Not offered 2003-04)
See Department of Theatre, Dance, and Film/Video listings for description. **ART LIT**

WAGS/HARC 0209 Women and the Visual Arts (Not offered 2003-04)
See Department of History of Art and Architecture listings for description. **ART HIS CMP**

WAGS/SOAN 0212 The Family in Contemporary Society (Spring)
See Department of Sociology/Anthropology listings for description. **SOC USA NOR CMP** (P. Nelson)

WAGS/GRMN 0226 To Veil or Not to Veil: Germany and Islam (in English) (Not offered 2003-04)
See Department of German listings for description **LIT SOC OTH CMP**

WAGS/ECON 0227 Gender in Economics (Not offered 2003-04)
See Department of Economics listings for description **SOC**

WAGS/GRMN 0228 Women's Fictions in German-Speaking Countries (in English) (CW 5) (Not offered 2003-04)
See Department of German listings for description. **LIT SOC EUR**

WAGS/THEA/AMCV 0230 The Woman's Film (Not offered 2003-04)
See Department of Theatre, Dance, and Film/Video listings for description. **ART HIS USA**

WAGS/ENVS/ENGL 0232 Blood/Land/Memory: Reading Race, Gender & Environment (Spring)
See Department of English listings for description. **LIT AAL OTH** (V. Alston)

WAGS/PHIL 0234 Philosophy and Feminism (Fall)
See Department of Philosophy listings for description. **PHL CMP** (H. Grasswick)

WAGS/ENGL 0242 Victoria's Secrets: The Two Faces of Nineteenth-Century Fiction (Not offered 2003-04)
See Department of English listings for description. **LIT EUR**

WAGS/JAPN 0250 Gender in Japan (in English) (Not offered 2003-04)
See Department of Japanese listings for description. **LIT OTH AAL**

WAGS/RUSS 0255 Gender and Sexuality in Russian Culture (Fall)
See Department of Russian listings for description. **LIT EUR** (K. Moss)

WAGS/AMLT 0260 American Women Writers (Spring)
See Department of American Literature and Civilization listings for description. **LIT USA NOR**

WAGS/ENGL 0270 Postcolonial Literatures: Writing by Women (Not offered 2003-04)
See Department of English listings for description. 3 hrs. lect./disc. **LIT OTH CMP**

WAGS/ENGL 0271 Postcolonial Writing by Women (Spring)
See English Department for description. **LIT AAL CMP** (Y. Siddiqi)

WAGS/MUSC 0280 Music, Gender, and Performance (Not offered 2003-04)
See Department of Music listings for description. **ART SOC OTH CMP**

WAGS/RELI 0288 Hebrew Bible and Ancient Near Eastern Religion (Not offered 2003-04)
See Department of Religion listings for description. **LIT PHL**

WAGS/RELI 0290 Women's Religious Life and Thought (Not offered 2003-04)
See Department of Religion listings for description. **PHL**

ADVANCED COURSES

WAGS/SOAN 0304 Gender, Culture and Power in Comparative Perspective (Not offered 2003-04)
See Department of Sociology/Anthropology listings for description. **SOC OTH CMP AAL**

WAGS/PSYC 0307 Human Sexuality (Not offered 2003-04)
See Department of Psychology listings for description.

WAGS/RELI 0310 Issues in Modern Religious Thought: Women Doing Theology (Fall)
See Department of Religion listings for description. **PHL CMP** (D. Tomkinson)

WAGS/SOAN 0311 Sociology and Sexual Politics (Not offered 2003-04)
See Department of Sociology/Anthropology listings for description. **CMP**

WAGS/SOAN 0313 The Social Construction of Masculinity (Spring)
See Department of Sociology/Anthropology listings for description. **SOC CMP** (D. Fee)

WAGS/SOAN 0354 Sociology of Personal Relationships (Not offered2003-04)
See Department of Sociology/Anthropology listings for description.

WAGS/HIST 0373 History of American Women (Not offered 2003-04)
See Department of History listings for description. **HIS USA**

WAGS/RELI 0391 Seminar on Women and Religion: Women, Family and Religion (Fall)
See Department of Religion listings for description. **PHL OTH** (B. Rochford)

WAGS/FREN 0395 Women's Voices from the Francophone World (Spring)
See Department of French listings for description (A. Crouzieres)

WAGS/HIST 0402 Readings in European History: Sex and Society in Modern Europe (Spring)
See Department of History listings for description. (J. Heuer)

WAGS/HIST 0408 Readings in American History: Gender & Race in the American Experience (Not offered 2003-04)
See Department of History listings for description.

WAGS/GEOG 0410 Seminar in Geography of Development: Women and Development (Not offered 2003-04)
See Department of Geography listings for description.

WAGS/PSYC 0420 Psychology of Women and Gender (Fall, Spring)
See Department of Psychology listings for description. (S. Campbell)

WAGS/HIST 0421 Readings in African History: Women and Gender in Africa (Not offered 2003-04)
See Department of History listings for description.

WAGS/GRMN 0426 To Veil or Not to Veil: Germany and Islam (in German) (Not offered 2003-04)
See Department of German listings for description.

WAGS/SPAN 0440 Spanish Fascism in Women's Literature (Not offered 2003-04)
See Department of Spanish listings for description.

WAGS/SPAN 0443 Fictional and Cinematic Representations of Masculinity from Francoist Spain to the Present (Not offered 2003-04)
See Department of Spanish listings for description.
LIT LNG EUR

WAGS/INTL 0444 Gender, Performance and Modernity in the Postcolonial World (Not offered 2003-04)
Please see International Studies listings for description. This course is equivalent to INTL 0444, MUSC 0444, and HIST 0444. Register for this course under INTL 0444; see International Studies section for registration procedure.
AAL CMP

WAGS/SPAN 0478 Spanish Women Writers: Expanding the Canon (Fall)
See Department of Spanish listings for description.
For complete descriptions of the courses listed above, see listings under the appropriate departments. (C. Andreu)

GRADUATE PROGRAMS

MASTER OF SCIENCE

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the Department of Biology. Inquiries about this program should be addressed to: Coordinator of the M.S. Program, Department of Biology. Graduate students may be enrolled only upon recommendation of the department in consultation with the dean of the faculty. The following courses are offered for graduate credit:

Biology: All biology courses numbered 0300 or above

Chemistry: CHEM 0322, CHEM 0353, and CHEM 0425

Mathematics: Courses numbered 0300 or above

Requests for other courses numbered 0300 and above outside the Department of Biology will be considered for credit in the context of the program proposed by the student in consultation with his/her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree, subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

BREAD LOAF PROGRAMS

Bread Loaf School of English

Since 1920, the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from many of the best colleges and universities in the United States and the United Kingdom. Students may elect to attend the school as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degree. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission. The central location for these programs of study is the home campus outside Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford; at the St. John's College in Santa Fe, New Mexico, where students take courses similar to those offered in Vermont, but with an appropriate emphasis upon Native American literature, American Hispanic literature, and nature writing of the Southwest; or at the fourth site, the University of Alaska Southeast near Juneau, where several courses focus on the literature and landscape of the Pacific Northwest and on indigenous cultures. Admission is on the basis of college transcripts, letters of recommendation, and a writing sample. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Freeman International Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This conference offers workshops, lectures, discussions, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the brochure, published each year in January. Inquiries should be addressed to: Manager of the Bread Loaf Writers' Conference, Kirk Alumni Center, Middlebury College, Middlebury, VT 05753.

THE LANGUAGE SCHOOLS

Language Facilities

Middlebury College was one of the originators of the language lab more than 70 years ago, and today the College is a world leader in developing and using multimedia educational resources. Over 50 percent of all Middlebury classrooms are technology-rich, equipped with computer, video, and/or laser disk projection facilities. Sunderland Language Center offers three interactive multimedia laboratories, along with more than 7,800 media titles: CD-ROMs, laser disks, DVDs, video, and audio tapes.

Students have access to some 200 desktop computers, both Macs and PCs, in public computer labs, all with full Internet access. High-speed Ethernet connections network the College, including all students' dorm rooms. Language instructors can make use of conferencing and other electronic tools to extend learning beyond regular class hours. Middlebury's Web server functions as a campus-wide information system. All students are provided with an electronic mail account. For those who bring their own laptops, Starr Library provides network-access locations.

Starr Library staff have produced quick-reference guides for each language, listing selected dictionaries, encyclopedias, literature, newspapers, journals, browsing books, online information, and print indexes in the various languages. The guides are available in take-away, printed form and on the World Wide Web. The library's extensive Web site provides access to many more online reference sources, including links to newspapers and other sites for current events and cultural information

The Summer Session

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish Schools.

The Language Schools emphasize both spoken and written language skills, and stress the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration; some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The Language Pledge, a formal commitment to speak, read, write, and listen to the language of study as the only means of communication for the entire session, is required of all summer language students. The Pledge helps students focus their energies on the acquisition of language skills and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to: Language

Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@middlebury.edu, or visit our Web site at www.middlebury.edu/~ls. (Please note the Web site address is case sensitive.) When communicating with the Language Schools, please specify the language in which you are most interested.

The C.V. Starr-Middlebury Schools Abroad

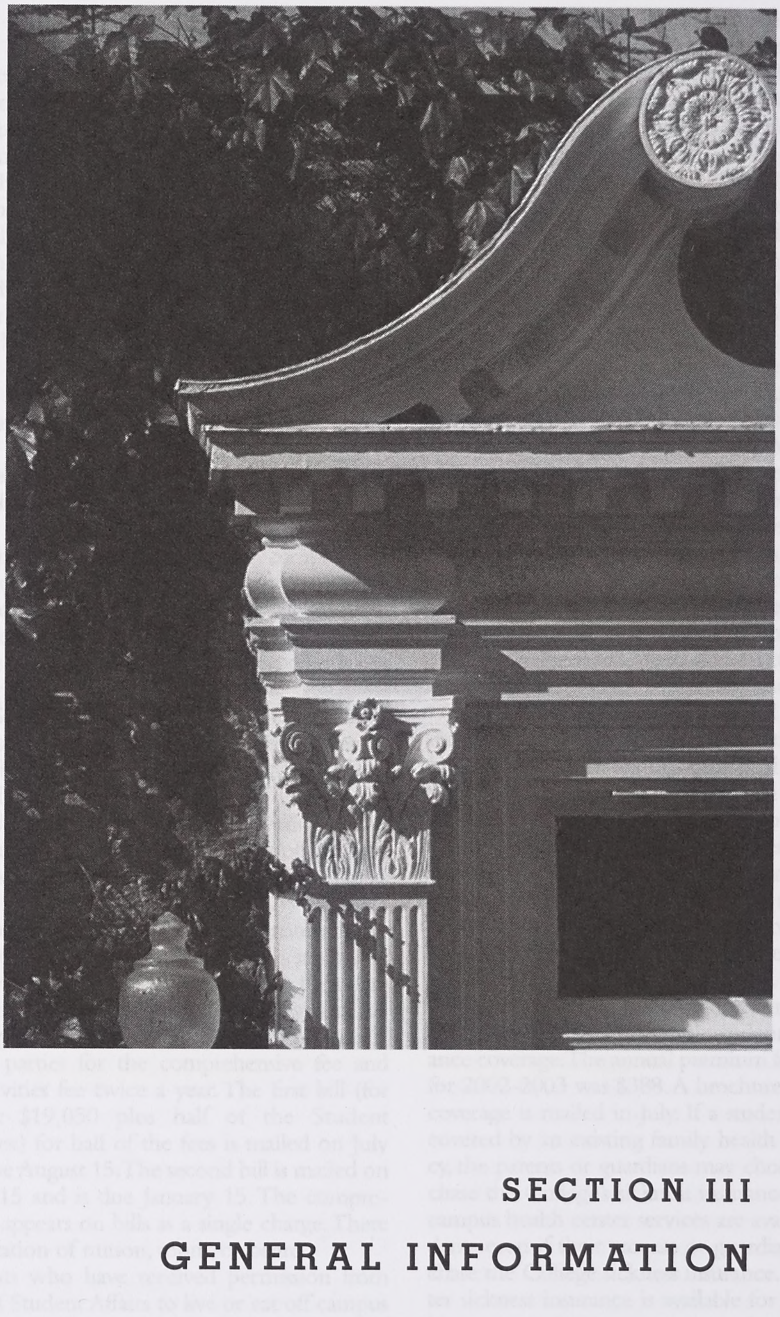
Middlebury College operates six schools in sixteen cities abroad during the academic year. The C.V. Starr-Middlebury Schools in France, Germany, Italy, Latin America, Russia, and Spain are open to qualified undergraduate students from Middlebury and other institutions of higher education. Each School Abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in France (Paris and Poitiers), Germany (Berlin and Mainz), Italy (Ferrara and Florence), Latin America (Buenos Aires, Argentina and Montevideo, Uruguay), Russia (Moscow, Irkutsk, Voronezh, and Yaroslavl), or Spain (Getafe, Logroño, Madrid, and Segovia). Graduate programs are available in Florence, Mainz, Madrid, Moscow, and Paris. Courses are taught by professors and distinguished critics or scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students abroad will maintain the spirit of the summer Language Pledge and function as much as possible in the language of their host country.

The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or by combining summer study with an academic year abroad.

The Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). The D.M.L. degree, established in 1927, is unique to Middlebury College and differs from the more traditional Ph.D. in several important respects. The purpose of the D.M.L. is to prepare teacher-scholars in two modern foreign languages (French, German, Italian, Russian, and Spanish), providing them with the skills and resources that will help them develop as teachers of language, literature, and culture. Middlebury's intent in designing the D.M.L. program was to provide an alternative to the Ph.D. that retains the traditional focus on depth in research, while meeting the special needs of language teachers and administrators for competence in the area of language pedagogy, and cultural studies. The D.M.L. curriculum incorporates pedagogical and cultural elements and is sufficiently flexible to accommodate the professional commitments of in-service teachers.

A detailed description of the requirements for the D.M.L. degree is available from the Office of the Dean of Language Schools and Schools Abroad.



SECTION III
GENERAL INFORMATION

Student Finances

The Controller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the phone numbers listed in the Services section below.

Several fees for 2003-2004 had not been set at the time this Catalog went to press. To indicate a range for these fees, the 2002-2003 fees are listed below. Information on these fees for 2003-2004 may be obtained by calling the Bursar's Office at 802-443-5682.

BILLED FEES

Comprehensive Fee

The annual comprehensive fee at Middlebury for 2003-2004 is $38,100. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms; there is no reduction for a student who is not enrolled for winter term.

The Student Activities Fee, $200 for 2003-2004, supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Center for Campus Activities and Leadership. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 2003-2004: $19,050 plus half of the Student Activities Fee) for half of the fees is mailed on July 15 and is due August 15. The second bill is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the Dean of Student Affairs to live or eat off campus are entitled to room credits of $1,220 per term and board credits of $1,220 per term. The Dean of Student Affairs may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of $80 per week, up to a maximum of $720 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee, as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Key Education Resources (Key) or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Key (800-KEY-LEND), AMS (800-635-0120), or Student Accounts (802-443-5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply for a board rebate of $80 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

The College offers each student sickness insurance coverage. The annual premium for this coverage for 2002-2003 was $388. A brochure describing this coverage is mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may choose not to purchase the College's sickness insurance coverage. The campus health center services are available to all students even if their parents or guardians do not purchase the College sickness insurance. Second semester sickness insurance is available for students entering or returning in spring term. Accident insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's sickness or accident insurance. These students should apply for insurance coverage to the school they are attending. The College sickness and accident insurance is administered by Walter W. Sussenguth and Associates through Boston Mutual Life Insurance Co. Please call 800-

669-2668 ext. 445 or ext. 451 for coverage or claim information.

SPECIAL STUDENTS

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students are billed at the per course rate of $3,700 for 2003-2004. This same per course rate applies to graduate students in the sciences. Students participating in the ninth semester teacher education program are charged $3,700 for the semester in which they are student teaching; financial aid is available for students in this ninth semester program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live and eat on campus. These students are billed the customary comprehensive fee for the term, less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

STUDY ABROAD

The College maintains several Middlebury schools abroad - for the study of French in Paris and Poitiers; German in Berlin and Mainz; Italian in Florence and Ferrara; Russian in Moscow, Irkutsk, Yaroslavl, and Voronezh (Voronezh site not offered in 2003-04); and Spanish (in Spain) in Madrid, Getafe, Logroño, and Segovia, and (in Latin America) in Argentina and Uruguay - to which undergraduates may apply through the Office of Off-Campus Study. The College bills students participating in the French, German, Italian, and Spanish programs for tuition only. For 2003-2004, tuition for these programs is $6,995 for one semester and $12,995 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Berlin or Mainz. Further information on living and eating options for these programs is available from the Office of Off-Campus Study. For the programs in Moscow, Irkutsk, Yaroslavl, and Voronezh, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round-trip airfare between New York City and Moscow (or Irkutsk). For 2003-2004, this fee for Moscow or Irkutsk is $11,440 for one semester and $19,800 for a full year; for Yaroslavl and Voronezh this fee is $9,400 for one semester and $18,700 for a full year.

Financial aid credits are applied toward C.V. Starr-Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Key and AMS, are also available for C.V. Starr-Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 2003-2004, this fee is $450 for one semester and $550 for a full year. Students should consult the Study Abroad Guidelines from the Office of Off-Campus Study for more details on the availability of financial aid for specific non-Middlebury programs. Questions about the process of applying for and receiving aid for approved programs can be answered by the financial aid staff in the Emma Willard House.

Students participating in the Associated Kyoto Program (AKP) in Japan or in the University of Nottingham or University of East Anglia exchange in England are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP or Nottingham or East Anglia. The study abroad fee, AKP, Nottingham and East Anglia billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and accident insurance coverage is offered to students studying abroad with the C.V. Starr-Middlebury Schools Abroad or approved non-Middlebury sponsored programs by Walter W. Sussenguth and Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 2002-2003 was $300. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of Off-Campus Study, and the Controller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

OTHER ACADEMIC FEES AND EXPENSES

An administrative fee of $100 is billed to students for each 555 course approved by the Administra-tion Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction. In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 2003-2004, the average student's expenses for books, supplies, and other personal items amounts to $1,750. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

Enrollment Deposits

Entering first-year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Summer Programs

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures. Fees for summer 2003 are summarized below:

	Tuition	Room	Board	Total
Language Schools				
9-week session	$4,465	$690	$1,735	$6,890
(Arabic, Chinese, Japanese, Russian)				
7-week session	$3,350	$540	$1,350	$5,240
(French, German, Italian, Portuguese, Spanish)				
6-week session	$3,350	$500	$1,270	$5,120
(French, German, Italian, Russian, Spanish)				
Bread Loaf School of English				
Bread Loaf, VT	$3,325	$490	$1,225	$5,040
Santa Fe, NM	$3,325	$2,235*		$5,560
Juneau, Alaska	$3,325	$2,095		$5,420
Oxford, England	$6,660**			$6,660
Bread Loaf Writers' Conference				
Contributor	$1,260	$673*		$1,933
Auditor	$1,183	$673*		$1,856

* *Room, board* ** *Tuition, room, board*

Applying for financial aid for the summer programs is also a separate process for Middlebury College undergraduates. A financial aid application is included in the Language Schools prospectus. The financial aid application will be sent to all applicants to the Bread Loaf School of English who check the appropriate box on the admission application.

Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on June 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brief period of time the summer programs are in session, no payment plans are available through the College or its outside agencies.

Miscellaneous Charge Accounts

(This policy is in the process of being reviewed and revised; the College expects to have a new ID card system in place by the fall '03 semester.)

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 30 days or more past due, the student's long-distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the next business day for overdue accounts that are paid current by noon on the previous day. Students may still make local and toll-free calls, receive all incoming calls, and eat in campus dining halls while their long-distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long-distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Controller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (802-443-5375). Students who wish to contest charges they believe are in error should also request that the department where the charge originated reverse the charge. Please direct dorm damage charge appeals to the appropriate Commons Office.

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or room and board rebate credits creates a net credit balance on a comprehensive fee account. The Controller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Controller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, fees are refunded according to the schedule below. In all cases, the enrollment deposit is forfeited.

If the withdrawal occurs:

- before the first week of the term Middlebury refunds100% of comprehensive fee
- during the first week of the term, 90% of comprehensive fee
- during the second week of the term, 50% of comprehensive fee
- during the third week of the term, 50% of comprehensive fee
- during the fourth week of the term, 25% of comprehensive fee
- during the fifth week of the term, 25% of comprehensive fee
- during the sixth week of the term, 25% of comprehensive fee
- during the seventh week of the term, 25% of comprehensive fee
- after the seventh week of the term, $80 per week board credit only

The Controller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government or the financially responsible party.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 2002-2003 was $289. A brochure and application form for this insurance are enclosed with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617-774-1555) or the Bursar's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Office of the Dean of Student Affairs will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Controller's Office. Students may not receive final grades or diplomas nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year need to ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, C.V. Starr-Middlebury Schools Abroad, or miscellaneous charge account need to be settled in full. Students who have dean's loans also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Controller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 a.m. to 5:00 p.m. to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office (open from 8:30 a.m. to 4:00 p.m.), located at the front of the Controller's Office, will accept payments on student accounts and will also cash traveler's checks and checks from parents or guardians made payable to the student for amounts up to $100. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following phone numbers to speak with College staff in the Controller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier
(802) 443-5375
(miscellaneous charge accounts, dean's loan accounts)

Student Accounts Administrator
(802) 443-5374
(comprehensive fee, summer program, and C.V. Starr-Middlebury Schools Abroad accounts)

Bursar
(802) 443-5682

Controller's Office
(802) 443-5366
(general number)

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Office of Financial Aid staff arrive at a determination of a student's need. Middlebury is committed to meeting the assessed need of all admitted students to the full extent that resources permit. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the C.V. Starr-Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by the Office of Financial Aid in accordance with federal regulations. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Stafford Loan, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 2003-2004 is $1,300 for first-year students and $1,700 for all other students. Second, a student must also meet a self-help requirement during the academic year.

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While Middlebury's resources are not unlimited, the College makes every reasonable effort to see that jobs are available for students who wish to work during the academic year. For those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds is available to assist them.

College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

More detailed information about financial aid is available in the prospectus, which can be requested from the Admissions Office. It presents facts and figures about students receiving aid at Middlebury and outlines the application procedures. Information is also available at the Office of Financial Aid Web site www.middlebury.edu/financialaid. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, Hathaway House.

NAMED AND ENDOWED FUNDS FOR STUDENTS AND FACULTY

For many years alumni and friends of Middlebury College have contributed funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students consists of scholarships, awards, prizes, internships, fellowships, and loans. All named, endowed, and term scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the scholarships. Students may compete in various ways for prizes and awards also donated to the College. Faculty support consists of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Office of College Advancement publishes "Named and Endowed Funds of Middlebury College," an explanatory listing of the funds and additional information about gifts and bequests for student aid.

NAMED AND ENDOWED SCHOLARSHIP FUNDS

Abbott-Simpson Scholarship Fund
Hazel Haseltine Adkins '16 Scholarship in the Bread Loaf School of English
Betty Jean Aitchison '45 Scholarship Fund
George I. Alden Trust Scholarship Fund
Cecile Child Allen Student Aid Fund
Alpha Chi Scholarship Fund for Women
Alpha Mu of Chi Psi Class of 1941 Scholarship Fund
Pari S. Ahmadi Language Schools Scholarship Fund
Borden E. Avery '39 and Louise Roberts Avery '39 Fund
William N. Badgley '61 Memorial Scholarship Fund
Cornelia W. Bailey Fund
Alexandra T. and Robert L. Baker Central/East European Scholarship Fund
John C. Baldwin Legacy Fund
Frieda Derdeyn Bambas Scholarship
Cesare Barbieri Endowment Fund
Ludwig C. Baumann '53 Memorial Scholarship Fund
Jesse J. and Angela M. Bavaresco Memorial Scholarship Fund
Horace P. Beck Scholarship in American Studies
Beckwith Scholarship Fund
Carmella J. Belmont Scholarship Fund
Lorenzo P. Belmont Scholarship Fund
Loretta R. Godfrey-Belmont Scholarship Fund
Lea Z. Binand Scholarship Fund
Harriet B. Blakeman '14 Scholarship Fund
Edward L. Bond, Jr., '62 Memorial Scholarship Fund
Borgia Scholarship Fund
Boston Middlebury Alumni Association Scholarship Fund
Ezra Brainerd Scholarship Fund
Charles D. Brakeley Scholarship Fund
Bread Loaf Writers' Conference Endowment Fund
Margaret T. Bridgman Memorial Fund
Elbert S. and Anna H. Brigham Scholarship Fund
Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund
Jane Tinkham Broughton Fellowship Fund
Brown Family Scholarship Fund
Russell D. Brown '29 Memorial Scholarship Fund
Chase K. Byron '94 Memorial Scholarship Fund at the Bread Loaf School of English
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Curran Family Scholarship Fund

Davis United World College Scholarship Fund
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Thomas F. '87 and Shevaun M. Doyle '88 Scholarship Fund
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Charles B. Allen '62 Memorial Prize
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John T. Andrews Memorial Prize in Philosophy
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Helen T. Lin Award for Excellence in Chinese
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Mahalingaiah Family Dance Prize
Scott A. Margolin '99 Environmental Studies Award
Merck and Company Award
Camillo P. Merlino Award for Excellence
Merlino-Mezzotero Award
Ann and Edward Meyers Religion Prize
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Mildred Virginia Osher History Prize
O.W. Prize for International Students
Dr. Francis D. Parker '39 Mathematics/Computer Science Prize
Phi Beta Kappa Prize
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Rosalin Lieberman Riess Memorial Award
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Senior Honors Thesis Award in International Politics and Economics
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Mary Dunning Thwing Prize
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Fletcher D. Proctor Professorship of American History (1918)
Henry Norman Hudson Professorship of English (1920)
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John C. McCullough Professorship of Chemistry (1924)
Julian W. Abernethy Professorship of American Literature (1933)
Albert D. Mead Professorship of Biology (1949)
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Frank and Eleanor Griffiths Chair in Literature at the Bread Loaf School of English (1977)
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Fiftieth Anniversary Chair in the Italian School (1981)
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John M. Kirk, Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
Fletcher Chair in the Arts (1985)
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Donald Everett Axinn Chair in Creative Writing (1987)

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Coordinator, Americans with Disabilities Act Services
Elizabeth Christensen, A.B. (1995)

LIBRARY AND INFORMATION SERVICES (LIS)

L. Douglas and Laura J. Meredith Dean of Library and Information Services
Barbara Doyle-Wilch, A.B., M.A., M.A. (2001)

Associate Dean of Library and Information Services
David A. Donahue, A.B., M.Ed. (1997, 2002)

LIS Director of Budget, Planning and Assessment
Carol A. Peddie, A.B. (1996, 2002)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 2002)

Director of Educational Technology
Sheldon C. Sax, A.B., M.A. (1984, 2002)

Head of Library Reference
Jean Simmons, A.B., M.L.S. (1984, 2002)

Director of Outreach and Customer Services
Mary Backus, A.B. (2000, 2002)

Head of Circulation Services
Judith Watts, A.B., M.L.S. (1980, 2002)

Director of Systems & Network Services
Thomas J. Cutter, A.A. (1993, 2002)

Project Manager, Minerva; Manager of Web Communications
Carrie Rampp, A.B., M.A. (1997, 2002)

Special Projects Manager for LIS
Jeffrey R. Rehbach, A.B., M.A., M.L.S. (1981, 2002)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Special Collections Librarian
Andy Wentink, A.B., M.L.S. (2003)

Director of Administrative Information Systems
Ronald McKinnon, A.B., M.S. (1980, 1995)

Assistant Catalog Librarian
Richard D. Jenkins, B.S., M.A., M.L.S. (1999)

Collection Development Officer
Joe Toth, A.B., M.A., J.D., M.L.S. (2003)

Davison (Bread Loaf School of English) Librarian
Christopher Brady, B.A., M.L.S. (1990, 1997)

Foreign Languages Reference and Acquisitions Librarian
Joy Pile, A.B., M.M., M.L.S. (1989, 1999)

Director of Media Services
Dean P. Cadoret, A.S. (1987, 2000)

Music Librarian
vacant

Music Cataloger
Terry Simpkins, B.S., M.M., M.L.S. (1999)

Reference and Instruction Librarian
Brenda E. Ellis, B.A., M.S.L.S. (2001)

Electronic Services/Reference and Instruction Librarian
Bryan Carson, B.A., M.A., M.L.I.S. (2002)

Science Librarian
Louise S. Zipp, B.A., M.A., M.L.S. (1999)

Systems Librarian
Michael Lynch, A.B., M.L.S. (1996)

Director of Telephone Services
Margaret A. Fischel, A.B. (1985, 1995)

MUSEUM OF ART

College Curator and Director of the Museum of Art, Walter Cerf Distinguished College Professor
Richard Saunders, A.B., M.A., M. Phil, Ph.D. (1985)

Associate Director and Chief Curator of the Museum of Art
Maurene (Emmie) Donadio, A.B., M.A., M. Phil., Ph.D. (1977, 1990)

Museum Coordinator, Museum of Art
Doug Perkins, A.B. (2002)

Curator of Education, Museum of Art
Sandra M. Olivo, A.B. (1995)

Museum Designer , Museum of Art
Kenneth J. Pohlman, B.F.A. (1986)

Museum Events and Programs Coordinator, Museum of Art
Andrea Solomon, B.L.A., B.S. (2000)

Registrar, Museum of Art
Margaret W. Wallace, A.B. (1997)

Museum Receptionist, Museum of Art
Mikki Lane, B.F.A. (2002)

Museum Security Supervisor, Public Safety/Museum of Art
Wayne S. Darling, A.B. (1992)

Technical Assistant to Museum Designer
John Housekeeper, B.A. (2001)

STUDENT AFFAIRS

Dean of Student Affairs
Ann Craig Hanson, A.B., M.Ed., Ph.D. (1988, 1999)

Associate Dean of Student Affairs; International Student Adviser
Kathy Foley-Giorgio, A.B.,-M.A. (1997, 1999)

Associate Dean of Student Affairs
Marichal Gentry, B.A., M.S.W. (1999)

Registrar for the Undergraduate College
Lucinda A. Belanger (1976, 2002)

Registrar for the Language Schools, Schools Abroad, and Bread Loaf School of English
Marilyn L. Ewell, A.B.S. (1971, 2002)

Assistant Dean of Student Affairs
Karen Guttentag, B.A. Ed. M. (2001)

Associate Dean of Student Affairs; Director of Public Safety
Elizabeth Boudah, A.B. (2000)

Executive Director, Career Services Office
Jaye Roseborough, B.S., M.S.(1999)

Director, Center for Campus Activities and Leadership
Douglas Adams, A.B., M.S., Ed.S. (1999, 2000)

Chaplain
Laurel Macaulay Jordan, A.B., M.Div., M.A. (1996)

Director of the Center for Counseling and Human Relations, Associate Professor of English (part-time)
Gary F. Margolis, A.B., Ph.D. (1972)

Director of Health Education; Educational Coordinator of Sexual Harassment Prevention
Marianna McShane, A.B., M.Ed. (1982, 1990)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, M.S.N., F.N.P. (1992)

Director of Service Learning
Tiffany Sargent, A.B. (1985, 2000)

Director, Sports Medicine
David Matthews, B.S., M.A., ATC (1981, 1993)

Director of Academic Support
Mary Ellen Bertolini, A.B., M.A.T., M.A. (1993)

COMMONS ADMINISTRATION

Associate Dean of Faculty
Tim Spears, A.B., Ph.D. (1980, 1989)

Dean of Advising
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Dean of Wonnacott Commons
Matthew Longman, A.B., M.Ed. (1989, 1999)

Co-Faculty Head of Wonnacott Commons
Cynthia Packert Atherton, A.B., M.A., Ph.D. (1987, 1995)

Co-Faculty Head of Wonnacott Commons
Scott Edward Atherton, A.B. (1995)

Dean of Atwater Commons
Scott Barnicle, A.B., M.Ed. (1998, 1999)

Co-Faculty Head of Atwater Commons
Stephen Donadio, A.B., M.A., Ph.D. (1977, 2000)

Co-Faculty Head of Atwater Commons
Maurene (Emmie) Donadio, A.B., M.A., M.Phil., Ph.D. (1977, 1997, 2000)

Dean of Brainerd Commons
Andréa Baier, B.A. M.Litt. (2001)

Co-Faculty Head of Brainerd Commons
Paul Nelson, A.B., M.A., Ph.D. (1963, 1998)

Co-Faculty Head of Brainerd Commons
Jennifer Nelson, A.B. (1963, 1998)

Dean of Ross Commons
Janine Clookey, B.S., Sc.M. (1984, 1991)

Co-Faculty Head of Ross Commons
Stephen B. Abbott, A.B., M.S., Ph.D. (2002)

Co-Faculty Head of Ross Commons
Katherine Smith Abbott, A.B., M.A., Ph.D. (2002)

Dean of Cook Commons
David Edleson, M. H. L., Rabbinic Ordination

Faculty Head of Cook Commons
Patricia Zupan, A.B., M.A., Ph.D. (1982, 2001)

Residential Systems Coordinator
Kelly McCarthy, B.A. (1999)

ADMISSIONS AND FINANCIAL AID

Dean of Enrollment Planning
Michael D. Schoenfeld, A.B., M.Ed. (1981, 1995)

Director of Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1995)

Assistant to Dean of Enrollment Planning and Director of Admissions, Admissions Operations Manager
Carol A. Bushey, A.A. (1982, 1995)

Associate Director of Admissions
Onis Cheathams, A.B., M.A. (1997)

Associate Director of Admissions
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions
Bertram D. Phinney, A.B. (1973, 1982)

Assistant Director of Admissions and Financial Aid
Douglas A. Badger, A.B., M.Ed. (1996, 1999)

Assistant Director of Admissions
Alyssa J. Sinclair, A.B., M.A. (1996, 1998)

Assistant Director of Admissions
Michelle McKenzie Nelson, A.B. (1999)

Assistant Director of Admissions
Shannon L. Nguyen, A.B., (2000)

Admissions Counselor
Andrea D. Casas, A.B., (2000)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Jacqueline Davies, A.B. (1992, 1997)

Assistant Director of Financial Aid
Steven W. Dwire, A.B. (1997)

Loan Coordinator/Office Manager
Mary T. Brady, B.A., (1998)

Senior Financial Aid Assistant
Gail J. Rothman, B.S. (1987)

Financial Aid Assistant
Marguerite Corbin (1997)

ATHLETICS PROGRAM

Director of Athletics
Russell L. Reilly, A.B., M.Ed. (1977, 1997)

Associate Director of Athletics
Gail D. Smith, B.S., M.Ed. (1977)

Coach of Men's/Women's Nordic Skiing, Men's/Women's Cross-Country
Terry L. Aldrich, B.S. (1975)

Coach of Men's Ice Hockey, Golf
William Beaney, A.B. (1986)

Coach of Men's/Women's Indoor and Outdoor Track; Strength Coach
Martin Beatty, A.B. (1987)

Coach of Men's Basketball; Assistant Coach of Women's Soccer
Jeffrey C. Brown, A.B. (1997)

Coach of Men's/Women's Swimming; Director of Natatorium
Peter Solomon, B.S., M.A. (1997)

Coach of Field Hockey; Assistant Coach of Women's Lacrosse
Katharine DeLorenzo, A.B., M.S. (2001)

Coach of Women's Lacrosse; Director of Physical Education and Student-Athlete Welfare
Carson W. Foote, B.S. (1977) (2001)

Coach of Women's Soccer and Softball
Diane R. Boettcher, B.S., M.Ed. (1998)

Coach of Women's Basketball; Assistant Coach of Field Hockey
Noreen B. Pecsok, A.B. (1998)

Coach of Women's Ice Hockey; Assistant Coach of Football
William Mandigo, A.B. (1988)

Coach of Men's Lacrosse; Assistant Coach of Football
Erin Quinn, A.B., M.A.T. (1990)

Coach of Men's Soccer, Women's Squash
David J. F. Saward, B.Ed., M.Ed. (1985)

Coach of Men's/Women's Alpine Skiing; Assistant Coach of Men's Soccer
Mark D. Smith, A.B. (1994)

Coach of Baseball; Director of Club Sports/Intramurals
Robert L. Smith, A.B., M.A. (1979)

Assistant Coach of Cross Country, Indoor and Outdoor Track
Nicole Wilkerson, B.A., M.Ed (2001)

Coach of Football; Assistant Coach of Men's Lacrosse
Robert D. Ritter, A.B. (1995)

Assistant Coach of Women's/Men's Nordic Skiing, Outdoor Track
Patricia Ross-Tran, B.S. (1988)

Assistant Coach of Football, Baseball
Douglas Mandigo, A.B. (2001)

COLLEGE ADVANCEMENT

Vice President for College Advancement
Sally Holland, B.A. (2001)

Associate Vice President for College Advancement
Ann E. Crumb, A.B., M.A. (1990, 1994)

Director of Alumni and Parent Programs
To be appointed

Director of Annual Giving
Susan Regier, A.A. (1997, 2002)

Director, College Advancement Administration
Shelley Glassner, A.B., M.A.T. (1988, 1993)

Director of College Communications
Margaret A. Paine, A.B. (2003)

Director of Gift Planning
To be appointed.

Director of Grants
Susan Véguez, A.B., M.A. (1979, 1984)

Director of Major Gifts
Kelly Kerner, A.B. (1994, 2001)

Director of Public Affairs
Philip G. Benoit, A.B., M.A. (1996)

Executive Secretary, Alumni Association
Hugh Marlow, A.B. (1980, 1994)

BUSINESS MANAGEMENT

Vice President of Administration, Treasurer
F. Robert Huth, Jr., A.B., C.P.A. (1998, 1999)

Assistant Treasurer & Director of Business Services
Thomas J. Corbin, B.B.A. (1989, 1994)

Director of Human Resources
C. Drew Macan, SPHR, B.A. (1999, 2001)

Associate Director of Human Resources for Compensation and Benefits
Joseph James McGrath, B.A. (2002)

Associate Director of Human Resources for Employee Relations and Development
April E. Tuck, B.S., M.S., C.C.C.(1999)

Acting Controller
Fred B. Blythe, II, B.S., M.S.B.A, C.P.A.(1999, 2003)

Assistant Treasurer
Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)

Gift and Endowment Officer
Rhoda M. Rader, B.S. (1979, 1996)

Bursar
Sandra L. Vivian, A.B., M.B.A. (1991, 1997)

Tax Manager
Isabel Smidy, C.P.A. (1999)

Budget Director
Kristen C. Anderson, B.A., M.P.A. (2002)

Manager of Investments
Derek Hammel, B.S. (1997)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Purchasing Agent
Howard W. Brush (1980, 1983)

Director of Facilities Management
Jon C. Woodbury, B.S. C.E. (1978)

Assistant Director of Facilities Management for Facilities Maintenance and Operation
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Assistant Director of Facilities Management for Custodial Services
Linda L. Ross (1980, 1994)

Director of Dining Services
Peter J. Napolitano, B.S., M.S. (1997)

Manager of College Store
Robert T. Santry, A.B. (1993)

Manager of Mailing Service and Reprographics
Steven K. Goodman (1983, 1994)

College Forester
Stephen W. Weber, A.B., M.F. (1978, 1980)

FACILITIES PLANNING

Executive Vice President for Facilities Planning
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1999)

Program Manager
Mark Gleason, B.S.E., M.S.C.E. (2002)

Program Manager
Thomas McGinn (1999)

Assistant Program Manager and Architectural Research Assistant
Jennifer Bleich (2001)

Assistant to the Executive Vice President for Facilities Planning
Doreen Bernier (1995)

Manager/PGA Golf Professional
Jim Dayton (1999)

Manager of Snow Bowl
Peter Mackey, B.A. (1987, 1995)

BREAD LOAF SCHOOL OF ENGLISH

Director of the Bread Loaf School of English/Dean of Graduate and Special Programs
James H. Maddox, A.B., M.A., Ph.D. (1989)

Associate Director of the Bread Loaf School of English
Emily C. Bartels, A.B., M.A., Ph.D. (2001)

On-Site Director of Bread Loaf at Lincoln College, Oxford, England
Stephen Donadio, B.A., M.A., Ph.D.

On-Site Director of Bread Loaf in New Mexico
Andrea Lunsford, B.A., M.A., Ph.D. (2002)

On-Site Director of Bread Loaf in Alaska
Kevin Dunn, A.B., M.A., Ph.D. (2001)

Office Manager/Administrative Associate Bread Loaf School of English
Elaine Lathrop (1980)

Assistant to the Director of the Bread Loaf School of English/Assistant to the Dean of Graduate and Special Programs
Sandra LeGault, A.B., M.A. (1992, 2001)

BREAD LOAF WRITERS' CONFERENCE

Director of the Bread Loaf Writers' Conference
Michael Collier, A.B., M.F.A. (1995)

Associate Director of the Bread Loaf Writers' Conference
Devon Jersild, A.B., M.A. (1995)

Administrative Manager of the Bread Loaf Writers' Conference
Noreen Cargill, A.B. (2000)

LANGUAGES AND INTERNATIONAL STUDIES

Dean of Language Schools and Schools Abroad
Michael R. Katz, A.B., D.Phil. (1983, 1998)

Senior Assistant to the Dean of Language Schools and Schools Abroad; Coordinator of Graduate Alumni Affairs
Elizabeth Karnes, A.B. (1986, 1989)

Assistant to the Dean of Language Schools and Schools Abroad, Coordinator of D.M.L. Program
Linda D. Marchica, A.A. (1975, 1977)

Registrar, Language Schools and Schools Abroad, Bread Loaf School of English
Marilyn L. Ewell, A.B.S. (1971, 1980)

Director of Marketing and Communications for the Language Schools
Robert J. Keren, A.B. (1997)

Administrative and Operations Manager for the Language Schools
Christa E. Clifford, A.B. (1998)

Budget Assistant and Faculty Personnel Coordinator for the Language Schools, Coordinator of Portuguese School
Sandra A. Bonomo (1986, 1995)

Acting Director of the School of Arabic
TBA

Director of the Chinese School
Jianhua Bai, B.A., M.A., Ph.D. (2002)

Director of the French School
Guy Spielmann, Licence, Licence-es-lettres, M.A., Ph.D (1990, 2003)

Director of the German School
Jochen H. Richter, M.A., Ph.D. (1991, 1997)

Director of the Italian School
Michael Lettieri, A.B., M.A., Ph.D. (1988, 1995)

Director of the Japanese School
Dennis C. Washburn, A.B., M.A., Ph.D. (1991, 2000)

Director of the Portuguese School
Carmen C. Tesser, B.A., M.A., Ph.D. (2002)

Director of the Russian School
Karen Evans-Romaine, B.A., M.A. Ph.D (2001, 2003)

Director of the Spanish School
Susan E. Carvalho, B.A., M.A., Ph.D. (2002)

Director of Off-Campus Study
David A.J. Macey, A.B., M.A., M.Phil., Ph.D. (1978, 1995)

Associate Director of Off-Campus Study
Elizabeth B. Ross, A.B., Ed.M. (1997)

Director of the School in France
David Paoli, Maîtrise, M.A., Ph.D. (2001)

Director of the School in Germany
Heike Fahrenberg, M.A. (2000)

Administrative Director of the School in Italy
Rosa Cuda, A.B., M.A., Ph.D. (1999, 2003)

Director of the School in Latin America
Claudio González-Chiaramonte, M.A., Ph.D. (2002)

Director of the School in Spain
Kim Griffin, A.B., M.A., Ph.D. (1982, 1996)

Director of the School in Russia
Amy Allington, A.B. (1997, 1999)

FACULTY

This list reflects faculty status as of March 11, 2003

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

Ronald D. Liebowitz
A.B., Bucknell University; M.A., Ph.D., Columbia University
Executive Vice President and Provost (1995); Professor of Geography (1984)

Roman Graf
M.A., University of Oregon; Ph.D., University of North Carolina
Associate Provost for Institutional Diversity (1999); Associate Professor of German (1993)

Eric L. Davis
A.B., Brown University; M.A., Ph.D., Stanford University
Secretary of the College (1997); Professor of Political Science (1980)

Robert S. Schine
A.B., Kenyon College; M.A., Universität Freiburg; Ph.D., Jewish Theological Seminary of America
Vice Provost (2003); Professor of Religion (1985); Curt C. and Else Silberman Professor of Jewish Studies (1998)

Alison Byerly
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Vice President for Academic Affairs and Dean of the Faculty (2003); Professor of English (1989)

Susan M. Campbell
B.S., Denison University; M.A., Ph.D., University of California, Los Angeles
Associate Dean of the Faculty (2003); Associate Professor of Psychology (1993)

Timothy B. Spears
A.B., Yale University; Ph.D., Harvard University
Associate Dean of the Faculty (2003); Associate Professor of American Literature and Civilization (1990)

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Stephen B. Abbott
A.B., Colgate University; M.S., Ph.D., University of Virginia
Associate Professor of Mathematics (1993); on leave

Katherine Smith Abbott
A.B., St. Olaf College; M.A., Ph.D., Indiana University
Visiting Assistant Professor of History of Art and Architecture (1996); part-time

Eve Adler
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

Holly M. Allen
A.B., Brown University; Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1994)

Vermonja Alston
A.B., Brown University; M.A.L., University of Pennsylvania
Northeast Consortium Dissertation Fellow (2002)

Julia Alvarez
A.B., Middlebury College; M.A., Syracuse University
Writer-in-Residence (1988); part time

Glenn M. Andres
B.Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of History of Art and Architecture (1970); Christian A. Johnson Professor of Art (2000)

Alicia B. Andreu-Sprigg
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976)

Jason D. Arndt
B.A., University of Kansas; M.A., Ph.D., University of North Carolina, Chapel Hill
Assistant Professor of Psychology (2002)

Cynthia Packert Atherton
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Professor of History of Art and Architecture (1987-88, 1989)

David H. Bain
A.B., Boston University
Lecturer in English (1987); part time

Cates Baldridge
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Professor of English (1986)

Mireille Barbaud-McWilliams
Ph.D., Université de Paris X-Nanterre
Visiting Assistant Professor of French (1979, 1989); part time

Ian J. Barrow
A.B. Wesleyan University; M.A., University of Virginia; Ph.D., University of Chicago
Assistant Professor of History (1998)

Stanley P. Bates
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971); on leave winter, spring

William Beaney
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin C. Beatty
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Eduardo C. Béjar
A.B., B.Arch., Rice University; M.A., Ph.D., University of Massachusetts
Professor of Spanish (1985)

John D. Berninghausen
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976); Charles A. Dana Professor (1993)

John A. Bertolini
A.B., Manhattan College; M.A., Ph.D., Columbia Univ
Professor of English and Film (1975); George Adams Ellis Professor of Liberal Arts (1997)

Mary Ellen Bertolini
A.B., College of New Rochelle; M.A.T., Wesleyan University; M.A., Middlebury College
Lecturer, Tutor-in-Writing (1993); Assistant Director of the Writing Program (2003)

Thomas R. Beyer, Jr.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975)

Timothy Billings
A.B., Pomona College; M.F.A., M.A., Ph.D., Cornell University
Assistant Professor of English (1998)

Erik Bleich
A.B., Brown University; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1999); on leave

Diane Boettcher
B.S., M.Ed., University of Vermont
Assistant Professor of Physical Education (1998)

Ilaria Brancoli-Busdraghi
Prof. Deg., Instituto Italiano per l'Arte; Laurea, Seconda Universita di Roma
Visiting Lecturer in Italian (1999)

Daniel Brayton
B.A., Williams College; M.A., Cornell University; M.A., University of North Carolina; Ph.D., Cornell University
Visiting Assistant Professor of Literature (1999); part-time

Priscilla Bremser
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Professor of Mathematics (1984)

Amy J. Briggs
A.B., Dartmouth College; M.S., Ph.D., Cornell Univ.
Associate Professor of Computer Science (1994); on leave

Pieter B. F. J. Broucke
B.Arch., Higher Institute of Architecture, Belgium; M.A., University of Minnesota; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of History of Art and Architecture (1995)

Jeffrey C. Brown
A.B., University of Vermont
Assistant Professor of Physical Education (1997)

Richard C. Bunt
A.B., M.S., Northwestern University; Ph.D., Stanford University
Assistant Professor of Chemistry and Biochemistry (1998)

Louisa A. Burnham
A.B., Harvard-Radcliffe College; Ph.D., Northwestern University
Assistant Professor of History (2002)

James P. Butler, Jr.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Studio Art (1981); on associate status

Jeffrey H. Byers
B.S., University of Rochester; Ph.D., Dartmouth College
Professor of Chemistry and Biochemistry (1986)

Penny Campbell
A.B., Bennington College; M.A., Wesleyan University
Lecturer in Dance (1985)

Sandra Carletti
Diploma, University of Bologna; M.A., Ph.D., Johns Hopkins University
Associate Professor of Italian (1991); Academic Director, C.V. Starr School in Italy (2003); on leave winter, spring

Kateri Carmola
A.B., University of Chicago; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Political Science, Christian A. Johnson Junior Fellow in Political Philosophy (2001)

Jeffrey Carpenter
B.S., University of Minnesota; M.A., Ph.D., University of Massachusetts
Assistant Professor of Economics (1999); on leave

Jeffrey W. Cason
A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Associate Professor of Political Science (1994)

David Castronuovo
A.B., Yale University; M.S., Indiana University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Italian (1994, 1996)

Carole Cavanaugh
A.B., Temple University; Ph.D., Yale University
Professor of Japanese Studies (1990)

Natasha Chang
A.B., Wellesley College; M.A., University of Wisconsin; Ph.D., Cornell University
Visiting Assistant Professor of Italian (2000)

Jane Chaplin
A.B., Brown University; M.St., Oxford University; M.A., Ph.D., Princeton University
Associate Professor of Classics (1992)

Sunhee Choi
B.S., Seoul National University; M.A., Korean Advanced Institute of Science;
Ph.D., Princeton University
Professor of Chemistry and Biochemistry (1987)

Robert R. Churchill
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978); William R. Kenan, Jr., Professor (1997)

Michael Paul Claudon
A.B., University of California, Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970); David K. Smith Professor of Applied Economics (2001)

François Clemmons
B.M., Oberlin College; M.F.A., Carnegie-Mellon University; D.A. (Hon.), Middlebury College
Twilight Artist-in-Residence (1998)

Janine Clookey
B.S., State University of New York, Buffalo; M.S., Brown University
Lecturer in Mathematics (1984); Dean of Ross Commons (2002)

Robert G. Cluss
A.B., Boston University; Ph.D., Ohio State University
Associate Professor of Chemistry (1986, 1990)

Robert Cohen
A.B., University of California, Berkeley; M.F.A., Columbia University
Associate Professor of English (1997); on leave spring

Raymond A. Coish
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979)

David C. Colander
A.B., M.A., M.Phil., Ph.D., Columbia University
Christian A. Johnson Distinguished Professor of Economics (1982)

Marcia L. Collaer
A.B., Bradley University; M.A., University of South Carolina; M.S., University of Arizona; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1996)

Llorenç Comajoan
A.B., Universitat de Barcelona; M.A. (2), Ph.D., Indiana University
Assistant Professor of Spanish (2001)

Walker Connor
A.B., University of Massachusetts; M.A., Ph.D., Georgetown University
Scholar in Residence (2003)

Claudia R. Cooper
B.A., Rice University; Ed.M., Boston University; Ed.M., Ed.D., Harvard University
Visiting Assistant Professor of Teacher Education (2003); part time

Carolyn Craven
A.B., Williams College; M.Phil., Ph.D., Yale University
Visiting Assistant Professor of Economics (1998), part-time

Parker H. Croft
A.B., Williams College; M.Arch., Harvard University
Visiting Assistant Professor of Architecture (1990); part time

Armelle Crouzières-Ingenthron
D.E.U.G., Licence ès Lettres, Maîtrise ès Lettres, D.E.A., Université Paris-Sorbonne (Paris IV); M.A., Ph.D., Boston College
Assistant Professor of French (1997)

Darién J. Davis
A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Associate Professor of History (1992)

James C. Davis
B.S., Dickinson College; M.Div., Union Theological Seminary; Ph.D., University of Virginia
Assistant Professor of Religion (2001)

Kyoko Hayasaka Davis
A.B., Tsuru University; M.A., St. Michael's College
Lecturer in Japanese (1991)

Sergei Davydov
A.B., Charles University; M.A., Ludwig-Maximillian Universität; Ph.D., Yale University
Professor of Russian (1976-78, 1988)

Katherine DeLorenzo
A.B., Goucher College; M.S., Indiana State University
Instructor in Physical Education (2001)

Matthew T. Dickerson
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Associate Professor of Computer Science (1989)

Matthew J. Dickinson
A.B., Boston College; M.A., Ph.D., Harvard University
Associate Professor of Political Science (1999)

Stephen Donadio
A.B., Brandeis University; M.A., Université de Paris-Sorbonne; Ph.D., Columbia University
Professor of American Literature and Civilization and Literary Studies (1977); John Hamilton Fulton Professor of Humanities (1998)

David R. Dorman
B. Sc., Hobart College; M.Sc., Ph.D., Brown University
Professor of Mathematics (1984)

Murray P. Dry
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968); Charles A. Dana Professor (1994)

Julie Dumas
B.A., University of Virginia; M.A., Ph.D., University of North Carolina at Chapel Hill
Visiting Assistant Professor of Psychology (2002); part-time

Jeffrey S. Dunham
B.S., University of Washington; M.S., Ph.D., Stanford University
Professor of Physics (1983)

David A. Eaton
A.B., Harvard College; M.P.H., University of California, Los Angeles; Ph.D., University of California, Berkeley
Assistant Professor of Sociology and Anthropology (1998); on leave

John C. Elder
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor (1995)

Deborah Ellis
B.A., Lawrence University; M.F.A., Northwestern University
Visiting Assistant Professor of Film & Media Culture (1995); part time

John D. Emerson
A.B., University of Rochester; M.S., Ph.D., Cornell University
Professor of Mathematics (1973); Charles A. Dana Professor (2000)

Jule Emerson
A.B., St. Cloud State University; M.F.A., New York University
Artist-in-Residence, with the rank of Assistant Professor of Theatre (1990)

Elizabeth Endicott
A.B., Trinity College, CT; M.A., Yale University; M.A., Ph.D., Princeton University
Professor of History (1983, 1995)

Elizabeth Leigh Ennen
A.B., University of North Carolina; Ph.D., McGill University
Assistant Professor of Philosophy (1996)

Kirsten M. Ernst
B.A., Smith College; M.A., University of California, Berkeley
Visiting Instructor in Spanish and Latin American Studies (2003)

Mark Evancho
A.B., Baldwin-Wallace College; M.F.A., Western Illinois University
Associate Professor of Theatre (1991)

Deborah Marie Evans
A.B., University of Michigan; M.A., University of North Carolina
Visiting Instructor in American Literature and Civilization (1996); part time

Kai Evers
Diplom, Universitat Von Hamburg; Ph.D., Duke University
Visiting Assistant Professor of German (2002)

Cheryl Faraone
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre and Women's and Gender Studies (1986)

Christopher L. Fastie
A.B., Johns Hopkins University; M.S., University of Vermont; Ph.D., University of Alaska, Fairbanks
Visiting Scholar, Department of Biology (1998)

Dwight Fee
B.S., Virginia Commonwealth University; M.A., University of Essex, UK; Ph.D., University of California, Santa Barbara
Assistant Professor of Sociology and Anthropology (1998)

Valentin R. Ferdinán
Lic., University de la República; M.A., Ph.D., Stanford University
Assistant Professor of Spanish (1998)

Miguel Fernández
A.B., M.A., Middlebury College; M.A., Ph.D., Johns Hopkins University
Assistant Professor of Spanish (1995)

Carson W. Foote
B.S., Springfield College
Assistant Professor of Physical Education (1977)

Randall T. Ganiban
A.B., Yale University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1996)

Barbara E. Ganley
A.B., Williams College; M.A., Middlebury College
Lecturer and Tutor-in-Writing (1990)

Marc Garcelon
A.B., University of Washington; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Sociology and Anthropology (1998); on leave fall

Michael E. Geisler
Wissenschaftliche Prüfung für das Lehramt an Gymnasien, Universität Mannheim; Ph.D., University of Pittsburgh
Professor of German (1992); on leave

Concetta M. Gomez
A.B., Ph.D., University of California, Berkeley
Assistant Professor of Mathematics (2000)

Gloria E. González-Zenteno
Lic., Universidad Autonoma de Guadalajara; M.A., Ph.D., State University of New York, Stony Brook
Assistant Professor of Spanish (1996)

Rebecca Kneale Gould
A.B., Harvard and Radcliffe Colleges; M.A., Emory University; Ph.D., A.M., Harvard University
Assistant Professor of Religion (1998)

Noah Graham
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Physics (2002)

Heidi E. Grasswick
A.B., University of Victoria; M.A., Dalhousie University; Ph.D., University of Minnesota
Assistant Professor of Philosophy (1996)

Arthur St. Leger Grindon
A.B., University of California, Berkeley; M.A., Ph.D., New York University
Professor of Film & Media Culture (1987)

Ann Craig Hanson
A.B., Stanford University; M.Ed., Harvard University; Ph.D., University of California, Los Angeles
Dean of the College (1997); Dean of Student Affairs (1991)

William B. Hart
A.B., Ohio Wesleyan University; M.A., Ph.D., Brown University
Associate Professor of History (1993)

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973); Special Assistant to the Director of Athletics (2001)

Dana Helmreich
A.B., Franklin and Marshall College; M.S., Ph.D., University of Pittsburgh
Research Scholar, Department of Biology (1999)

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-Universität; Ph.D., University of Wisconsin
Associate Professor of Geography (1993)

Jennifer N. Heuer
A.B., M.A., Ph.D., University of Chicago
Assistant Professor of History (2000)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966); Henry Norman Hudson Professor of English (1996)

Barbara K. Hofer
A.B., University of South Florida; Ed.M., Harvard University; Ph.D., University of Michigan
Assistant Professor of Psychology (1998)

Jessica Holmes
A.B., Colgate University; M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Economics (2001)

David E. Horlacher
A.B., Dartmouth College; M.A. University of Pennsylvania; Ph.D., Pennsylvania State University
Christian A. Johnson Distinguished Scholar in Economics (2003); part-time

Nadia Horning
B.A., M.A., George Mason University
Middlebury Research Fellow (2002)

Kirsten Hoving
B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Professor of History of Art and Architecture (1983)

Timothy T. Huang
B.S., Massachusetts Institute of Technology; Ph.D., University of California, Berkeley
Assistant Professor of Computer Science (1997)

John Huddleston
A.B., Yale University; M.F.A., San Francisco State University
Professor of Studio Art (1987); on leave

Brigitte E. Humbert
Licence, Université de Besancon, France; M.A., Ph.D., University of Nebraska
Assistant Professor of French (1995)

Gregg Humphrey
A.B., Middlebury College; M.Ed., University of Vermont
Lecturer in Teacher Education (2000)

John M. Hunisak
A.B., Williams College; M.A., Ph.D., New York University
Professor of History of Art and Architecture (1970)

Jonathan T. Isham
A.B., Harvard College; M.A., Johns Hopkins University; Ph.D. University of Maryland
Assistant Professor of Economics (1999); on leave winter, spring

Travis B. Jacobs
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher Proctor Professor of American History (1992)

Rene Jagnow
M.A., Humboldt-Universitat zu Berlin; Ph.D., McGill University
Visiting Assistant Professor of Philosophy (2002)

Nan Jenks-Jay
A.B., Kent State University; M.E.S., Yale University
Director of Environmental Affairs and Planning; Senior Lecturer (1997)

Augustus E. Jordan
A.B., Emory University; M.Div., Yale University; M.A., Ph.D., University of Notre Dame
Assistant Professor of Psychology (1996)

Michael Katz
B.A., Williams College; A.B., M.A., D.Phil., Oxford University
Dean of Language Schools and Schools Abroad; Professor of Russian (1998)

Joshua Kavaler
A.B., Haverford College; Ph.D., University of Pennsylvania
Visiting Assistant Professor of Biology (1999)

Christian M. Keathley
B.A., M.A., University of Florida; M.F.A., School of the Art Institute of Chicago; Ph.D., University of Iowa
Assistant Professor of Film & Media Culture (2002)

Hedya Klein
B.F.A., Massachusetts College of Art
Instructor in Studio Art (2003)

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Professor of Political Science and Environmental Studies (1990); Robert '35 and Helen '38 Stafford Professor in Public Policy (2003)

Anne K. Knowles
B.A., Duke University; M.S., Ph.D., University of Wisconsin, Madison
Assistant Professor of Geography (2002)

Edward C. Knox
A.B., Wesleyan University; Ph.D., Yale University
Professor of French (1969); College Professor (1998)

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977); part-time

Jessica Korn
B.A., Yale University; Ph.D., Harvard University
Visiting Assistant Professor of Political Science (2003); part-time

Kathryn Kramer
A.B., Marlboro College; M.A., Johns Hopkins University
Visiting Assistant Professor of English (1997); on leave

Michael Kraus
A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980); Frederick C. Dirks Professor of Political Science (1999)

Julianne Krulewitz
B.A., Middlebury College
Visiting Instructor in Psychology (2003); part-time

Bethany Ladimer
A.B., Barnard College; M.A., Ph.D., Columbia University
Professor of French (1978-81, 1986)

Adela Marie Langrock
A.B., University of Chicago
Visiting Instructor in Psychology (2001)

James A. Larrabee
B.S., Trinity College; M.A., Ph.D., Princeton University
Professor of Chemistry and Biochemistry (1986); on leave

Russell J. Leng
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966); James Jermain Professor of Political Economy and International Law (1997); on associate status

Laura S. Lieber
B.A., University of Arkansas; M.A., Hebrew Union College, Jewish Institute of ???
Instructor in Religion and Classics (2003)

Karl L. Lindholm
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Assistant Professor of American Literature and Civilization (1981); Dean of Advising (1996)

Hilda Llorens
B.A., Eastern Connecticut State University; M.A., University of Connecticut
Instructor in Sociology and Anthropology (2003)

Andrea H. Lloyd
A.B., Dartmouth College; M.S., University of Alaska; Ph.D., University of Arizona
Assistant Professor of Biology (1996)

Antonia Losano
A.B., Boston University; M.A., University of North Carolina, Chapel Hill; Ph.D., Cornell University
Assistant Professor of English (1999)

David A.J. Macey
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Director of Off-Campus Study (1995); Cornelius V. Starr Professor of Russian and East European Studies (1993)

Douglas Mandigo
A.B., Middlebury College; M.Ed., Boston College
Instructor in Physical Education (2001)

William E. Mandigo
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Geology (1989)

Thomas Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Geology (1989); Director, Lake Champlain Research Consortium (1997)

Gary F. Margolis
A.B., Middlebury College; Ph.D., State University of New York, Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Matthew J. Marr
A.B., College of William and Mary; M.A., University of Virginia
Visiting Instructor in Spanish (2003)

Robert P. Martin
B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Computer Science (1976)

Ana Martínez-Lage
Licenciatura, Universidad de Navarra, Spain; Licence de Lettres, Université des Sciences Humaines, France; Ph.D., Pennsylvania State University
Associate Professor of Spanish (1996)

Peter H. Matthews
A.B., McGill University; M.A., Queen's University; Ph.D., Yale University
Associate Professor of Economics (1995)

Bettina Matthias
M.A., Universtät Hamburg; Ph.D., University of Washington
Assistant Professor of German (1999); on leave

Tamar Mayer
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Professor of Geography (1985)

Michelle McCauley
A.B., University of Iowa; M.S., Ph.D., Florida International University
Associate Professor of Psychology (1995)

William McKibben
B.A., Harvard College
Scholar in Residence in Environmental Studies (2002)

Marianna McShane
A.B., M.Ed., University of Vermont
Director, Health and Wellness Education (1990); Lecturer in Psychology (1998)

John P. McWilliams, Jr.
A.B., Princeton University; M.A., Ph.D., Harvard University
Professor of American Literature and Civilization (1977); Julian W. Abernethy Professor of American Literature (1988)

Claudio Medeiros
A.B., Middlebury College; M.A., University of California, Berkeley
Visiting Instructor in Theatre (1998); teaching spring

Brett C. Millier
A.B., Yale University; Ph.D., Stanford University
Professor of American Literature and Civilization (1986); Reginald L. Cook Professor of American Literature (1997)

Donald Mitchell
A.B., Swarthmore College
Lecturer in English and Film & Media Culture (1986)

Jason Mittell
B.A., Oberlin College; M.A., Ph.D., University of Wisconsin, Madison
Assistant Professor of American Civilization and Film & Media Culture (2002)

Paul Monod
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Professor of History (1984)

Stacy K. Moore
A.B., New College of the University of South Florida; M.A., Ph.D., Cornell University
Visiting Assistant Professor of Music (2000)

Thomas E. Moran
A.B., Syracuse University; M.A., Ph.D., Cornell University
Associate Professor of Chinese (1994)

Elizabeth A. Morrison
A.B., Amherst College; M.A., Stanford University
Instructor in Religion (2002)

Kathryn T. Morse
A.B., Yale University; M.A., Utah State University; Ph.D., University of Washington
Assistant Professor of History (1997)

Amy F. Morsman
A.B., Wake Forest University; M.A., University of Virginia
Instructor in History (2001)

Kevin M. Moss
A.B., Amherst College; M.A., Ph.D., Cornell Univ.
Professor of Russian (1983, 1985)

Suleiman Mourad
B.S., B.A., M.A., American University of Beirut; M. Phil., Yale University
Instructor in Religion (2002)

Stefano Mula
Laurea, University of Cagliari, Italy
Visiting Lecturer in Italian (2003); teaching fall, winter

Jeffrey S. Munroe
A.B., Bowdoin College; M.S. University of Wisconsin, Madison
Assistant Professor of Geology (2001)

Kamakshi P. Murti
A.B., University of Calcutta; Ph.D., Univ. of Illinois
Professor of German (2000)

A. David Napier
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Professor of Art and Anthropology (1981, 1984)

Elizabeth Napier
A.B., Kalamazoo College; M.A., Ph.D., Univ. of Virginia
Professor of English (1978)

William R. Nash
A.B., Centre College of Kentucky; M.A., Ph.D., University of North Carolina
Associate Professor of American Literature and Civilization (1995)

David Neidorf
B.A., The New School for Social Research; M.A., St. John's College
Visiting Lecturer, Director of Integrated Studies Program (2003)

Eric G. Nelson
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Studio Art (1978)

Margaret K. Nelson
A.B., Swarthmore College; Ph.D., Columbia Univ.
Professor of Sociology and Women's and Gender Studies (1975); A. Barton Hepburn Women's Professor (1997)

Paul E. Nelson
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990)

Peter B. Nelson
A.B., Dartmouth College; M.A., Ph.D., University of Washington
Assistant Professor of Geography (1999)

Michael R. Newbury
A.B., Wesleyan University; M.A., Ph.D., Yale University
Associate Professor of American Literature and Civilization (1993)

Hugo Ñopo
B.A., Universidad Nacional de Ingenieria, Peru; M.A., Instituto de Matematica Pura e Aplicadad, Brazil
Instructor in Economics (2003)

Charles A. Nunley
A.B., Middlebury College; Ph.D., Princeton University
Associate Professor of French (1988–89, 1991)

Nancy M. O'Connor
A.B., Swarthmore College; Ph.D., Cornell University
Professor of French (1977); Lois Watson Professor of French (1998); on leave winter, spring

Nobuo Ogawa
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Professor of Japanese Studies (1988)

Robert J. O'Hara
B.A., University of Massachusetts; M.A., Ph.D., Harvard University
Visiting Assistant Professor of Biology (2002)

Michael Olinick
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970); John C. Baldwin Professor of Mathematics and Natural Philosophy (1997)

Andrea Olsen
A.B., Millikin University; M.F.A., University of Utah
Professor of Dance (1982)

Bob Osborne
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979)

Ellen D. Oxfeld
A.B., Williams College; M.A., Ph.D., Harvard University
Professor of Sociology and Anthropology (1985)

Scott Pardee
A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology
Alan R. Holmes Visiting Professor of Monetary Economics (2000)

David B. Parfitt
B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan
Assistant Professor of Biology (1999); on leave

Jay Parini
A.B., Litt.D., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); Donald Everett Axinn Professor of Creative Writing (1994)

Thomas Payne
A.B., Princeton University; M.F.A., Columbia University
Visiting Lecturer in English (2002); teaching fall

Noreen Pecsok
A.B., Virginia Polytechnic Institute
Assistant Professor of Physical Education (1998)

Steven Pecksok
B.S., Purdue University; M.S., Ph.D., Virginia Polytechnic Institute
Visiting Assistant Professor of Economics (1999); part-time

Robert J. Pekkanen
A.B., University of Tennessee; M.A., Ph.D., Harvard University
Assistant Professor of Political Science, Luce Junior Fellow in Asian Studies (2001); on leave fall, winter

Saadia Pekkanen
A.B., Richmond College, UK; M.I.A., Columbia University; Ph.D., Harvard University
Assistant Professor of Political Science (1998); on leave

Edward S. (Ted) Perry
A.B., Baylor University; M.A., Ph.D., Univ. of Iowa
Professor of Film & Media Culture and Art (1978); Fletcher Professor of the Arts (1997); Director of the Arts (2003)

Bruce B. Peterson
A.B., Middlebury College; M.A., Ph.D., Syracuse University
Professor of Mathematics (1962); College Professor (1989); Dana Professor (1982, 1997)

William P. Peterson
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Professor of Mathematics (1989)

Jennifer Post
A.B., Beloit College; M.L.S., Simmons College; M.A., Ph.D., University of Minnesota
Assistant Professor of Music, Faculty Curator of the Ethnomusicology Archives (1999)

Robert E. Prasch
A.B., University of Colorado, Boulder; M.A., University of Denver; Ph.D., University of California, Berkeley
Associate Professor of Economics (2000)

David Price
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

Robert Prigo
A.B., M.A., Ph.D., University of California, Santa Barbara
Professor of Physics (1980); Director of Teacher Education (2000); on leave

William H. Pyle
A.B., Harvard University; M.A., Indiana University; Ph.D., Duke University
Assistant Professor of Economics (1999); on leave

Erin C. Quinn
A.B., Middlebury College; M.A.T., Tufts University
Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.
A.B., Middlebury College; M.A., Ph.D., Harvard University
Professor of History (1989)

Sunder Ramaswamy
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Professor of Economics (1990), Frederick C. Dirks Professor of Economics (2002); on leave

Stephen J. Ratcliff
B.S., Case Western Reserve University; Ph.D., Princeton University
Professor of Physics (1985); on leave

Carrie Reed
A.B., University of Illinois; M.A., Ph.D., University of Washington
Assistant Professor of Chinese (1995)

Russell L. Reilly
A.B., Bates College; M.Ed., Boston University
Professor of Physical Education (1977); Director of Athletics (1997)

Marc Riess
A.B., State University of New York, Stony Brook; M.A., Ph.D., University of Florida
Professor of Psychology (1978)

Carol E. Rifelj
A.B., M.A., Ph.D., University of Wisconsin
Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

Robert Ritter
A.B., Middlebury College
Assistant Professor of Physical Education (1995)

E. Burke Rochford, Jr.
A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Professor of Sociology and Religion (1986)

Donna M. Rogers
A.B., University of Waterloo; M.A., University of Western Ontario; Ph.D., University of Toronto
Professor of Spanish (1998); on leave

Richard V. Romagnoli
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre (1986)

Thomas M. Root
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

Patricia Ross-Tran
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

Peter C. Ryan
A.B., Dartmouth College; M.S., University of Montana; Ph.D., Dartmouth College
Assistant Professor of Geology (1998)

Patricia Saldarriaga
A.B., University of Illinois, Chicago; M.A., Ludwig Maximilian University; Ph.D., University of Washington
Assistant Professor of Spanish (1999); on leave

Roger Sandwick
B.S., Alfred University; Ph.D., Lehigh University
Associate Professor of Chemistry and Biochemistry (2002)

Theodore Sasson
A.B., Brandeis University; Ph.D., Boston College
Associate Professor of Sociology and Anthropology (1993); on leave

Richard H. Saunders
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Museum of Art, with rank of Associate Professor (1985); Walter Cerf Distinguished College Professor (2002)

David J.F. Saward
B.Ed., University of London; M.Ed., Springfield College
Assistant Professor of Physical Education (1985)

Daniel Scharstein
M.S., Vordiplom, Universität Karlsruhe; Ph.D., Cornell University
Assistant Professor of Computer Science (1997)

Peter Schumer
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Professor of Mathematics (1983)

Paula Schwartz
A.B., Duke University; M.A., Columbia University; Ph.D., New York University
Associate Professor of French (1989)

Pavlos Sfyroeras
A.B., University of Athens; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1998); on leave

Sallie P. Sheldon
A.B., M.A., State University of New York, Buffalo; Ph.D., University of Minnesota
Professor of Biology (1985)

A. Joshua Sherman
M.S.W., Yeshiva University; J.D., Harvard Law School; D.Phil., Oxford University
Scholar in Residence (2003)

Yumna Siddiqi
A.B., Brandeis University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of English (2001)

Kathleen Skubikowski
A.B., University of Colorado; M.A., Ph.D., Indiana University
Assistant Dean for Instruction (2002), Associate Professor of English (1983, 1984)

Ugo Skubikowski
A.B., George Washington University; M.A., University of Colorado; Ph.D., Indiana University
Professor of Italian (1981)

Gail D. Smith
B.S., State University of New York, New Paltz; M.Ed., University of Vermont
Assistant Professor of Physical Education (1986); Assistant Director of Athletics (1987)

Mark D. Smith
A.B., University of Vermont
Assistant Professor of Physical Education (1994)

Robert L. Smith
A.B., University of Delaware; M.A., University of Maine
Assistant Professor of Physical Education (1979)

Tatiana E. Smorodinska
M.A., Moscow State University; Ph.D., Ohio State University
Assistant Professor of Russian (1998)

Peter G. Solomon
B.S., North Carolina State University; M.A., University of Connecticut
Assistant Professor of Physical Education (1997)

Paul M. Sommers
A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976)

Stephen F. Sontum
A.B., Southern Lutheran College; Ph.D., University of California, Davis
Professor of Chemistry and Biochemistry (1983)

Mark R.V. Southern
B.A., Balliol College (Oxford University); M.A., Ph.D., Princeton University
Visiting Assistant Professor of German (2003)

Grace H. Spatafora
B.S., Duke University; M.S., University of Richmond; Ph.D., St. Louis University
Associate Professor of Biology (1992)

Douglas C. Sprigg
A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

Allison K. Stanger
B.S., Ball State University; Graduate Diploma, London School of Economics; M.A., Ph.D., Harvard University
Professor of Political Science (1991); Director of the Rohatyn Center for International Affairs (1999)

David M. Stoll
A.B., University of Michigan; M.A., Ph.D., Stanford University
Assistant Professor of Sociology and Anthropology (1997)

Christopher Reed Stone
B.A., Haverford College; M.A., Ph.D., Princeton University
Assistant Professor of Arabic and International Studies (2003)

Bin Su
B.A., Capital Teachers College, Beijing
Visiting Lecturer in Chinese (2003)

F. William Sunderman
B.S., Emory University; M.D., Thomas Jefferson University
Visiting Scholar, Department of Chemistry (1998)

Frank Swenton
B.S., Ohio State University; Ph.D., Princeton University
Assistant Professor of Mathematics (2000)

Su Lian Tan
A.B., Bennington College; M.M., Juilliard School; M.F.A., Ph.D., Princeton University
Associate Professor of Music (1992); on leave

Diane V. Tomkinson, osf
B.A., Swarthmore College; M.A., Washington Theological Union
Visiting Instructor in Religion (2003)

Stephen C. Trombulak
A.B., University of California, Los Angeles; Ph.D., University of Washington
Professor of Biology and Environmental Studies (1985); Albert D. Mead Professor of Biology (1997)

Jacob A. Tropp
A.B., Haverford College; Ph.D., University of Minnesota
Assistant Professor of History (1999); Spencer Fellow in African Studies (1999); on leave

M. Thomas Van Order
A.B., M.A., Ph.D., Rutgers University
Visiting Assistant Professor of Italian (1997)

Roberto A. Véguez
B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972), William R. Kenan, Jr. Professor (2002)

Carlos Javier Vélez-Blasini
A.B., Catholic University of Puerto Rico, Ponce; M.A., Ph.D., University of Vermont
Associate Professor of Psychology (1993); on leave

Gregory J. Vitercik
A.B., Columbia University; M.A., Ph.D., State University of New York, Stony Brook
Associate Professor of Music (1986)

William S. Waldron
A.B., Ph.D., University of Wisconsin
Assistant Professor of Religion (1996)

Kirsten Wandschneider
Vordiplom, Universität Kiel, Germany; M.S., University of Illinois
Instructor in Economics and International Politics and Economics (2003)

Youhui Wang
A.B., Nanjing Teachers' Universityz
Visiting Lecturer in Chinese (2000); part time

Jeremy Ward
B.A., Ph.D., Cornell University
Assistant Professor of Biology (2003)

Thierry Warin
M.Sc., Paris IX Dauphine University; M.A., Aix-Marseille University; Ph.D., ESSEC Business School
Assistant Professor of Economics (2001)

Neil Waters
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor of Japanese Studies (1990)

Susan K. Watson
A.B., University of California, Berkeley; Ph.D., Cornell University
Assistant Professor of Physics (1996)

Christopher D. Watters
B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983); on leave

Marion A. Wells
A.B., Jesus College, Oxford University; M. Phil., Ph.D., Yale University
Assistant Professor of English (1997)

David P. West
B.S., Appalachian State University; M.S., Ph.D., University of Maine, Orono
Assistant Professor of Geology (2001)

James West
A.B., M.A., Ph.D. Princeton University
Professor of Humanities (1995)

Mark Williams
A.B., University of Michigan; Ph.D., Harvard University
Associate Professor of Political Science (1994)

Christopher Kent Wilson
A.B., Illinois Wesleyan University; M.A.R., Yale Divinity School; M.A., M.Phil., Ph.D., Yale University
Professor of Humanities (1979)

P. Frank Winkler, Jr.
B.S., California Institute of Technology; M.S., Ph.D., Harvard University
Professor of Physics (1969); Gamaliel Painter Bicentennial Professor (1997); on leave winter, spring

Marc S. Witkin
A.B., Harvard University; M.A., Ph.D., University of Chicago
Associate Professor of Classics (1988)

Richard Wolfson
A.B., Swarthmore College; M.S., University of Michigan; Ph.D., Dartmouth College
Professor of Physics (1976)

Martha K. Woodruff
A.B., Haverford College; M.Phil., Ph.D., Yale University
Assistant Professor of Philosophy (1999)

Maria Woolson
B.S., University of Vermont; M.A., Middlebury College
Visiting Lecturer in Spanish (2003); teaching fall

Phanindra V. Wunnava
B. Commerce, M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., State University of New York, Binghamton
Professor of Economics (1985)

Don J. Wyatt
A.B., Beloit College; M.A., Ph.D., Harvard University
Professor of History (1986); on leave

Weihe Xu
A.B., Nanjing Normal University; M.A., Washington University; Ph.D., Washington University
Assistant Professor of Chinese (2000)

O. Larry Yarbrough
A.B., Birmingham-Southern College; A.B., M.A., Cambridge University; M.Div., Candler School of Theology, Emory University; M.Phil., Ph.D., Yale University
Professor of Religion (1983); Pardon Tillinghast Chair in History, Philosophy, and Religion (2000)

Dana Yeaton
A.B., Middlebury College
Visiting Lecturer in Theatre (1998); teaching fall, winter

Helen J. Young
A.B., Washington University; Ph.D., State University of New York, Stony Brook
Associate Professor of Biology (1998)

Clara Yu
A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Professor of Chinese (1987); College Professor (2003)

Patricia Zupan
A.B., Duquesne University; M.A., Ph.D., Indiana University
Professor of Italian (1982)

ASSISTANTS IN INSTRUCTION

Vickie Backus
A.B., McMaster University; M.S., Brock University; Ph.D., University of Vermont
Associate in Science Instruction in Biology (1991, 1994)

Susan DeSimone
A.B., M.A., Smith College; Ph.D., Brandeis Univ.
Associate in Science Instruction in Biology (2000)

Harry T.L. Ernevad
B.S. Chem. Eng., Gotesborg Tekniska Inst., Gotesborg Universitet, Sweden
Associate in Science Instruction in Chemistry (1977)

Kathleen J. Jewett
B.S., Michigan State University
Associate in Science Instruction in Chemistry (1989)

R. Matthew Landis
B.S., Ursinus College; Ph.D. Dartmouth College
Associate in Science Instruction (2001)

Edward C. Navarre
A.B., Western Maryland College; Ph.D., University of Vermont
Associate in Science Instruction (2001)

Amy L. Seidl
A.B., Hampshire College; M.S., Colorado State University; Ph.D., University of Vermont
Associate in Science Instruction in Environmental Studies (2002)

EMERITI

David H. Andrews
A.B., M.A., Ph.D.
Professor Emeritus of Anthropology (1968); Emeritus (1995)

James Isbell Armstrong
A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus and Professor Emeritus of Classics (1963); Emeritus (1975)

Alexandra Baker
A.B., M.A.
Lecturer Emerita of Russian (1967); Emerita (2000)

Donald Henry Ballou
A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus (1973)

Simon Barenbaum
Ph.D.
George Adams Ellis Professor Emeritus of French (1970); Emeritus (1991)

Horace P. Beck
A.B., Ph.D.
Professor Emeritus of Folklore (1956); Emeritus (1983)

Ronald R. Bielli
B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus (1984)

Walter E. Brooker
A.B., Ed.D.
Vice President Emeritus (1956); Emeritus (1982)

David A. Bumbeck
B.F.A., M.F.A.
Professor Emeritus of Studio Art (1968); Emeritus (2002)

William B. Catton
A.B., M.A., Ph.D.
Historian-in-Residence Emeritus (1964); Emeritus (1984)

John H. Clagett
B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus (1978)

Nicholas R. Clifford
A.B., M.A., Ph.D.
College Professor Emeritus of History (1966); Emeritus (1993)

Richard Cornwall
A.B., Ph.D.
Professor Emeritus of Economics (1978); Emeritus (2000)

John V. Craven
A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus (1983)

Paul M. Cubeta
A.B., Ph.D.
College Professor Emeritus of Humanities (1952); Emeritus (1989)

Albert H. Ewell, Jr.
A.B., Ph.D.
Professor Emeritus of Psychology (1952); Emeritus (1993)

Emory M. Fanning
B.M., M.M., Mus.A.D.,
Professor Emeritus of Music (1967); Fletcher Professor Emeritus in the Arts (1985); Emeritus (1997)

Robert L. Ferm
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1964-65, 1969); Pardon Tillinghast Professor Emeritus of History, Philosophy, and Religion (1987); Emeritus (2000)

David W. Ginevan
B.S., M. Ed., M.B.A.
Treasurer Emeritus (2001)

Robert W. Gleason
A.B., Ph.D.
Professor Emeritus of Chemistry (1960); Emeritus (1994)

Joan Towne Greiner
B.S., M.S.
Professor Emerita of Physical Education (1960); Emerita (1989)

Rudolf K. Haerle, Jr.
A.B., M.A., Ph.D.
Professor Emeritus of Sociology (1962-66, 1967); Emeritus (1993)

William Harris
A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus (1988)

Ursula Heibges
A.B., M.A., Ph.D.
Associate Professor Emerita of Classics (1961); Emerita (1990)

Thomas Huber
M.A., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1999)

John P. Keenan
A.B., M.A., Ph.D.,
Professor Emeritus of Religion (1986); Emeritus (2003)

Constance Kenna
A.B., M.A.
Lecturer Emerita of German (1971, 1973); Emerita (2001)

Marjorie E. Lamberti
A.B., M.A., Ph.D.
Professor Emerita of History (1964); Charles A. Dana Professor Emerita(1984); Emerita (2002)

G. Thomas Lawson
B.S.
Professor Emeritus of Physical Education (1969); Emeritus (1999)

Mary E. Lick
A.B., M.S.
Professor Emerita of Physical Education (1956); Director Emerita of Physical Education (1947); Emerita (1987)

David J. Littlefield
A.B., M.A., Ph.D.
Professor Emeritus of English (1953-56, 1959); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor Emeritus (1974); Emeritus (1995)

Edward A. Martin
A.B., M.A., Ph.D.,
Professor of English (1961), Emeritus (1996)

Duncan J. McDonald
B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus (1985)

Hiroshi Miyaji
A.B., M.A., Ph.D.
Professor Emeritus of Philosophy (1980); Cornelius V. Starr Professor Emeritus in Linguistics and Language (1987); Emeritus (1996)

Walter A. Moyer, Jr.
B.S., Ph.D.
Professor Emeritus of Chemistry (1951); Associate Dean Emeritus of Sciences (1981); Emeritus (1985)

Howard McCoy Munford
B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus (1977)

Fred Neuberger
A.B.
Dean of Admissions Emeritus (1950, 1985); Emeritus (1992)

Victor L. Nuovo
A.B., B.D., Ph.D.
Charles A. Dana Professor Emeritus of Philosophy (1962); Emeritus (1994)

Robert Pack
A.B., M.A.
Professor Emeritus of English (1964); College Professor Emeritus of English (1992); Emeritus (1998)

Henry B. Prickitt
A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus (1989)

David L. Prouty
A.B., Ph.D.
Professor Emeritus of Psychology (1959); Emeritus (1990)

Carroll Rikert, Jr.
A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus (1983)

E. Kirk Roberts
A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus (1983)

Olin C. Robison
A.B., D.Phil., LL.D., L.H.D.
President Emeritus (1975); Emeritus (1991); College Professor Emeritus of Political Science (1975); Emeritus (1995)

Steven C. Rockefeller
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1971); Emeritus (1998)

Ronald E. Rucker
A.B., M.A., M.L.S.
College Librarian Emeritus (1976); Emeritus (2001)

Charles P. Scott
A.B., B.D.
Professor Emeritus of Religion (1951); Emeritus (1990)

David K. Smith
A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus (1988)

M. Kimberly Sparks
A.B., Ph.D.
Professor Emeritus of German (1966); Charles A. Dana Professor Emeritus (1970); Emeritus (1993)

John Spencer
A.B., M.A., Ph.D., Litt.D.
Professor Emeritus of History (1974); African Studies Professor Emeritus (1990); Emeritus (1998)

Pardon E. Tillinghast
A.B., Ph.D.
Professor Emeritus of History (1947); Emeritus (1990)

George B. Todd
A.B., M.B.A., M.F.A.
Professor Emeritus of Music (1965); Christian A. Johnson Professor Emeritus of Music (1984); Emeritus (1997)

Van Horn Vail
A.B., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1997)

John Wilders
A.B., M.A., Ph.D.
John Hamilton Fulton Professor of the Humanities (1987); Emeritus (1998)

MIDDLEBURY COLLEGE CALENDAR
2003-2004

AUGUST 2003

31	Sunday	Fall orientation begins

SEPTEMBER 2003

7	Sunday	Convocation
8	Monday	Fall Term classes begin (8:00 a.m.)
12-14	Fri.-Sun.	Alumni Leadership Conference
18-20	Thurs.-Sat.	Clifford Symposium
27-28	Sat.-Sun.	Rosh Hashanah**

OCTOBER 2003

2-4	Thurs.-Sat.	Trustee meetings
6	Monday	Yom Kippur**
10-12	Fri.-Sun.	Fall Family Weekend I
16-17	Thurs.-Fri.	Midterm recess*
20	Monday	Classes resume (8:00 a.m.)
24-26	Fri.-Sun.	Homecoming
31	Fri.	Fall Family Weekend II

NOVEMBER 2003

1-2	Sat.-Sun.	Fall Family Weekend II
25	Tuesday	Thanksgiving recess begins (4:15 p.m.)
26	Wednesday	Eid al-Fitr**

DECEMBER 2003

1	Monday	Classes resume (8:00 a.m.)
5	Friday	Fall Term classes end (4:15 p.m.)
8	Monday	Examination period begins
9	Tuesday	Final examinations begin
11	Thursday	Trustee meetings (off campus)
16	Tuesday	Examination period ends; Recess begins

JANUARY 2004

5	Monday	Winter Term classes begin (8:00 a.m.)
30	Friday	Winter Term classes end (4:15 p.m.); Recess begins
31	Saturday	Celebration for mid-year graduates

FEBRUARY 2004

2	Monday	Eid al-Adha**
4	Wednesday	Spring orientation begins
9	Monday	Spring Term classes begin (8:00 a.m.)
12-14	Thurs.-Sat.	Trustee meetings
26	Thursday	Winter Carnival recess begins (4:15 p.m.)
27-28	Fri.-Sat.	Winter Carnival

MARCH 2004

1	Monday	Classes resume (8:00 a.m.)
19	Friday	Spring recess begins (4:15 p.m.)
29	Monday	Classes resume (8:00 a.m.)

APRIL 2004

6	Tuesday	First Day of Passover**
9	Friday	Good Friday
11	Sunday	Easter Sunday and Orthodox Easter

MAY 2004

6-8	Thurs.-Sat.	Trustee meetings
7	Friday	Spring Term classes end (4:15 p.m.)
10	Monday	Examination period begins
11	Tuesday	Final examinations begin
18	Tuesday	Examination period ends
22	Saturday	Baccalaureate
23	Sunday	Commencement

JUNE 2004

4-6	Fri.-Sun.	Reunion 2004
11	Friday	Language Schools nine-week session begins
22	Tuesday	Bread Loaf School of English in Vermont begins
25	Friday	Language Schools seven-week session begins
28	Monday	Language Schools six-week session begins Bread Loaf School of English at Oxford begins

JULY 2004

AUGUST 2004

7	Saturday	Commencement, Bread Loaf School of English at Oxford Commencement, Bread Loaf School of English in Vermont
11	Wednesday	Bread Loaf Writers' Conference begins
13	Friday	Commencement, Language Schools
22	Sunday	Bread Loaf Writers' Conference ends
27	Friday	PIE (Pre-enrollment) begins

(Exams Scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday)

*Wednesday class schedule observed on Monday, October 13.

*Thursday class schedule observed on Tuesday, October 14.

*Friday class schedule observed on Wednesday, October 15.

**These religious holidays begin at sundown of the preceding day.

MIDDLEBURY COLLEGE CALENDAR
2004-2005

SEPTEMBER 2004

1	Wednesday	Alumni College begins
3	Friday	PIE (Pre-enrollment) ends
5	Sunday	Alumni College ends Fall orientation begins
12	Sunday	Convocation
13	Monday	Fall Term classes begin (8:00 a.m.)
16-17	Thurs.-Fri.	Rosh Hashanah**
17-19	Fri.-Sun.	Alumni Leadership Conference
25	Saturday	Yom Kippur**
30	Thursday	Clifford Symposium

OCTOBER 2004

1-2	Fri.-Sat.	Clifford Symposium
1-3	Fri.-Sun.	Fall Family Weekend I
7-9	Thurs.-Sat.	Trustee meetings
8-10	Fri.-Sun.	Homecoming
14-15	Thurs.-Fri.	Midterm recess*
18	Monday	Classes resume (8:00 a.m.)
22-24	Fri.-Sun.	Fall Family Weekend II

NOVEMBER 2004

14	Sunday	Eid al-Fitr**
23	Tuesday	Thanksgiving recess begins (4:15 p.m.)
29	Monday	Classes resume (8:00 a.m.)

DECEMBER 2004

10	Friday	Fall Term classes end (4:15 p.m.)
13	Monday	Examination period begins
14	Tuesday	Final examinations begin
21	Tuesday	Examination period ends; Recess begins

JANUARY 2005

5	Wednesday	Winter Term classes begin (8:00 a.m.)
21	Friday	Eid al-Adha**
28	Friday	Winter Term classes end (4:15 p.m.); Recess begins
29	Saturday	Celebration for mid-year graduates

FEBRUARY 2005

2	Wednesday	Spring orientation begins
7	Monday	Spring Term classes begin (8:00 a.m.)
24	Thursday	Winter Carnival recess begins (4:15 p.m.)
25-26	Fri.-Sat.	Winter Carnival
28	Monday	Classes resume (8:00 a.m.)

MARCH 2005

18	Friday	Spring recess begins (4:15 p.m.)
25	Friday	Good Friday
27	Sunday	Easter Sunday
28	Monday	Classes resume (8:00 a.m.)

APRIL 2005

24	Sunday	First Day of Passover**

MAY 2005

1	Sunday	Orthodox Easter
6	Friday	Spring Term classes end (4:15 p.m.)
9	Monday	Examination period begins
10	Tuesday	Final examinations begin
17	Tuesday	Examination period ends
21	Saturday	Baccalaureate
22	Sunday	Commencement

JUNE 2005

3-5	Fri.-Sun.	Reunion 2005
10	Friday	Language Schools nine-week session begins
24	Friday	Language Schools seven-week session begins
27	Monday	Language Schools six-week session begins Bread Loaf School of English at Oxford begins
28	Tuesday	Bread Loaf School of English in Vermont begins

JULY 2005

AUGUST 2005

6	Saturday	Commencement, Bread Loaf School of English at Oxford
12	Friday	Commencement, Language Schools
13	Saturday	Commencement, Bread Loaf School of English in Vermont
17	Wednesday	Bread Loaf Writers' Conference begins
26	Friday	PIE (Pre-enrollment) begins
28	Sunday	Bread Loaf Writers' Conference ends
31	Wednesday	Alumni College begins

(Exams Scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday)

*Wednesday class schedule observed on Monday, October 11.

*Thursday class schedule observed on Tuesday, October 12.

*Friday class schedule observed on Wednesday, October 13.

**These religious holidays begin at sundown of the preceding day.

A

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NOTES

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COMMUNICATIONS

Middlebury College **Campus Operator** **(802) 443-5000**

For information about	Contact	Telephone Number
Admissions	Director of Admissions, Emma Willard House	443-3000
Alumni, Parent Relations	Director of Alumni and Parent Programs, Meeker House	443-5187
Athletics	Director of Athletics, Memorial Field House	443-5253
Bills	Bursar, Service Building	443-5682
Bread Loaf School of English	Administrative Associate, FIC Freeman	443-5418
Bread Loaf Writers' Conference	Administrative Assistant and Coordinator, Kirk Alumni Center	443-5286
Career Services	Executive Director of Career Services, Adirondack House	443-5100
Center for the Arts	Director, Center for the Arts	443-3168
Commencement	Commencement Coordinator, Old Chapel	443-5393
Educational Program	Dean of the Faculty, Old Chapel	443-5391
Financial Aid	Director of Financial Aid, Hathaway House	443-5158
Gifts	Director of Development, Munford House	443-5922
Health Services	Medical Director, George F. Parton Health Center	443-5135
Human Resources	Director of Human Resources, Service Building	443-5465
Language Schools	Dean of Languages and International Studies, Sunderland Language Center	443-5508
Library and Information Services	Dean of Library and Information Services, Starr Library	443-5490
Public Information	Director of Public Affairs, 33 Adirondack View	443-5198
Student Affairs	Dean of Student Affairs, Forest Hall	443-5382
Transcripts		
Current Undergraduates and A.B. Alumni	Director of Undergraduate Records, Forest Hall	443-5382
Language Schools and Bread Loaf Programs	Director of Academic Records, Sunderland Language Center	443-5517

Middlebury College, Middlebury VT 05753
www.middlebury.edu